



Psychological counselling  
in Visegrad schools  
**HISTORY, PRESENT AND FUTURE**



# **Comparison of school class atmosphere in Visegrad countries**

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Result of the project

Psychological counselling in Visegrad schools – history, present and future

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# Introduction

This document was produced within the framework of the Visegrad fund co-financed project ***Psychological counselling in Visegrad schools – history, present and future*** (under the id 21120196). It is composed in three parts. The first part there is a short recapitulation of the project , the second part discusses descriptions of the relevant school systems for the Visegrad countries with regard to the school atmosphere diagnostics. In the third part, results of the project are summarised and conclusion on the possible effective school class atmosphere diagnostics assessment.

We would like to take this opportunity to thank the Visegrad fund for selecting our project for co-financing and thus enabling us to run a research we otherwise would not be able to run in such a comfort and range.

It is also our pride that, within the project, we have also helped the main aims of the Visegrad fund by establishing sound partnerships between all V4 countries and their project representatives and that the project consortium was able to prepare further project-based analytical and research work.

For the team:

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## **Project context**

This project follows the successful feedback that has been provided by DAP-Service's colour associations diagnostics for schools in Czech republic within the first phases of the school reform. The schools were to create a school-specific curriculum that should reflect their abilities and also the abilities of their students.

A psychometric measuring instrument was provided that showed the schools how the students perceived the teaching and learning.

The instrument is based on colour association methodology (see [www.camethod.com](http://www.camethod.com)). Is easy to operate for administering at schools and provides good value for the teachers and school headmasters. Since 2005, more than 700 schools in the Czech republic have used the instrument to improve their effectiveness of teaching and learning.

The main focus of the project was on translating the instrument into V4 languages and to run a pilot measuring to assess the possibility of using the instrument also in different languages, then the instrument was originally developed in.

Key partners for the project were selected that were able to assist with translations and also with the piloting and analysing phases of the project.

### **SK**

From Slovakia OZ Prevencia V&P was invited to participate. All the project team has enjoyed the presence of dr. Štefan Matula and dr. Alena Kopányiová, who are one of the most experienced national experts on child psychology.

### **H**

From Hungary the Pedagogical-Psychological Counselling from Paks was invited and everyone in the team was happy to discuss differences and similarities of the school counselling systems with the head of the organization – Gabriela Király and her always helpful colleagues, Vecsei Tünde and Gergely Schell.

### **PL**

From Poland the team had enjoyed the experience of teacher training institute – Abakus from Ruda Slaska and its director, Barbara Sztajerska.

## ***Organizing the project***

The project was split into the following 3 phases:

- translation of the instrument
- pilot diagnostics at V4 schools
- analysis of the data

## ***Translations***

Within the translating phase four main tasks were to accomplish.

1. Translating the words used within the diagnostics

The key task was to have the translated words produce similar associations as in the Czech version of the instrument (as to have the opportunity to compare the results).

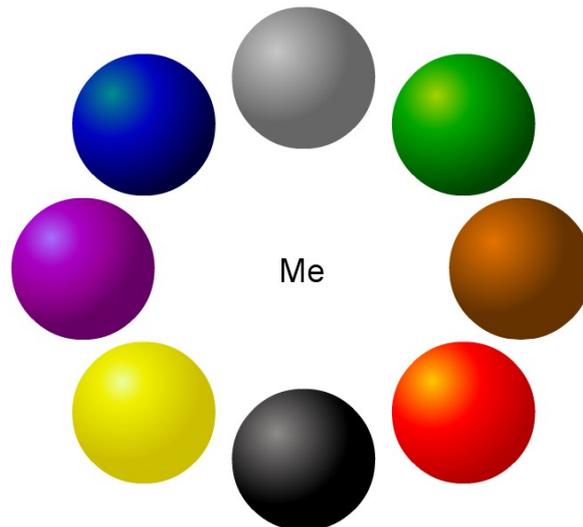
Main issues were at translating the following words:

<b><i>EN</i></b>	<b><i>CS</i></b>	<b><i>SK</i></b>	<b><i>PL</i></b>	<b><i>H</i></b>
I caress myself	Hladím se	Hladím sa	Troszczę się o siebie	Törődöm magammal
To learn	Učit se	Učiť sa	Uczyć się	Tanulni
Learning	Učení se	Učení sa	Nauka	Tanulás
I am learning	Učím se	Učím sa	Uczę się	Tanulok
To be taught	Vzdělávat se	Vzdelávať sa	Kształcić się w szkole	Tanítva lenni
Education	Vzdělávání	Vzdelávanie	Kształcenie	Oktatás
I am being taught	Vzdělávám se	Vzdelávam sa	Kształcę się w szkole	Tanítanak
Gender	Sex	Sex	Płeć	A saját nemem

2. Translating the internet application that enables the students to respond

The application enables the student to see a word and lets him react by selecting three colours that mostly match his current association for the word.

The following picture demonstrates the internet application (called "scanner").



3. Translating the results document

The result document is included as an attachment to this document, in its English version. Appropriate versions in the Visegrad languages can be found on the project website.

4. Translating the administrators guide

The administrators guide is attached as an attachment to this document.

### ***Piloting***

The translated instruments were piloted in all V4 countries in schools which were assisted by project partners. Thank to the partners we were able to find open-minded, pro-active school headmasters, who used the opportunity to work with us in the project to improve their schools accordingly.

While piloting, we were using no individual identification of the students, thus needed not to have individual parent consent with the diagnostics. The students were diagnosed within the school's computer classrooms, mostly 15 at a time. Only a limited size adjustments had to be made to the schools ' time schedules to diagnose the students.

## Pilot schools

The following numbers of schools / classes / students were diagnosed:

### (1) Psychometrical assessment Poland – 26 classes, organized by **ABAKUS**

- Zespół Szkół Ponadgimnazjalnych nr 6 im. M. Kopernika
  - 317 pupils in 20 classes
- Gimnazjum Nr 10 -Kochłowice, Ruda Śląska
  - 123 pupils in 6 classes

### (2) Psychometrical assessment Hungary – 25 classes, organized by **PaPCCentre Paks**

- I.István Szakképző Iskola, Iskola u. 7., Paks
  - total 192 pupils in 9 classes
- Magyar László Gimnázium, Dunaföldvár, Templom u. 5.
  - total 104 pupils in 5 classes
- Vak Botyán Gimnázium, Paks, Dózsa Gy. u. 103.
  - total 276 pupils in 6 classes
- Vay Miklós Szakképző Iskola, Sáropatak, Arany J. u. 5.
  - total 79 pupils in 5 classes

### (3) Psychometrical assessment Slovakia – 35 classes, organized by partnering Slovakian experts

- Gymnázium Snina, Študentská 4, Snina
  - total 140 pupils in 9 classes
- Gymnázium Štefana Moyses, Moldava nad Bodvou, Školská 13
  - total 107 pupils in 6 classes
- Gymnázium, Alejová 1, Košice
  - total 189 pupils in 11 classes
- Gymnázium, Nitra, Golianova 68
  - total 197 pupils in 9 classes

### (4) Psychometrical assessment Czech republic – 32 classes, to save funding, we have used a previously recorded data with similar wordset, including 108 words, that are identical within the project

- Střední odborná škola Slavičín, Divnice 119
  - total 185 pupils in 13 classes
- Gymnázium Uherské Hradiště, Velehradská 218
  - total 322 pupils in 12 classes
- Střední odborná škola a Gymnázium Staré Město, Velehradská 1527
  - total 152 pupils in 7 classes

## ***Analysis***

The resulting data and also the experience from the project were presented in Bratislava, at the international project conference on 15th November 2012.

The key result is a table with the words in all 4 languages, with each cell marked in a different colour according to perceiving of the word by the students.

The resulting coding of the words is based on ALL students, that were present at the diagnostic pilot in the relevant countries. For detailed evaluation we are still working on comparing the results of individual classes to see what the differences mean, discussing with the school headmasters about the interpretations.

The coding is based on the colour association methodology, which uses 56 colour coded triplets to distinguish between the different possible attitudes of the student to a word, summarizing the individual student reaction into group reactions using correlation analysis.

Colour coding of the table:

<b>Colour</b>	<b>Meaning</b>
<b>GREEN</b>	Words shown with green background are perceived as positive, motivational.  The interpretation: these words describe things, phenomena and processes, which help the students learn the motivational way.
<b>YELLOW</b>	Words shown with yellow background are perceived as problematic  These words point to issues that need to be investigated further either by direct intervening or by other diagnostics.
<b>RED</b>	Words shown with red background are perceived as blocking.  The interpretation: these words should be evaluated closely to see, whether there is a possibility to improve the school class atmosphere using focused intervening.

The final evaluation table can be found at the project web-site.

## **Descriptions of the relevant school systems**

In this chapter all four Visegrad relevant school systems are discussed from the point of group school class atmosphere assessment.

### ***School system in the Czech Republic***

In the Czech Republic, schools are administered in the frame of general administration. The responsibility is distributed among the central government, regions and communities. The Ministry of Education, Youth and Sports preserves and determines the integrated state educational policy. Regions are responsible for education on their territory. They are organising bodies for upper secondary and tertiary professional schools. The communities are responsible for pre-primary education and compulsory schooling. All schools have the status of legal entities. Public higher education institutions are established by law.

Pre-primary education is provided for children aged 3 to 6 in *mateřské školy* (nursery schools) which are part of the education system and have a long tradition. The attendance is not compulsory, nevertheless, it is very high.

Primary and lower secondary education is organised mostly as a single-structure system by *základní školy* (basic schools). Lower secondary education can be provided also by *víceletá gymnázia* (multi-year gymnázia) and *osmileté konzervatoře* (eight-year conservatoire). School attendance is compulsory for nine years, usually from the ages of 6 to 15.

Upper secondary education is provided by: *střední školy* (upper secondary schools) in general and vocational fields and *konzervatoře* (conservatoires). School leavers acquire *střední vzdělání s maturitní zkouškou*, *střední vzdělání s výučním listem* and *střední vzdělání* (secondary education completed with a maturitní zkouška examination, secondary education leading to an apprenticeship education and secondary education). The age of pupils is usually 15 to 18/19.

Higher (tertiary) education is provided by *vyšší odborné školy* (tertiary professional schools) and through first, second and third cycle programmes by *vysoké školy* (higher education institutions).

Adult education includes general education programmes, vocational education, special interest education and other education.

Higher education is the highest level of the Czech education system. Czech higher education dates back six hundred years. In 1348 Emperor Charles IV founded a university in Prague which is now called Charles University.

The central governing body for education is the Ministry of Education, Youth and Sports. The quality of higher education is fostered by the Accreditation Commission. Since 2001 the three cycle structure has strictly been implemented in higher education (i.e. Bachelor's, Master's and Doctoral study programmes).

#### Education population and language of instruction

In 2010, the number of people aged between 0-29 was 3 539 297 (33.6 % of the total population of 10 532 770). The number of children of compulsory school age (from 6 to 15 years old) was 834 721 (7.092 % of the population). The official language of instruction is Czech. Only the Polish minority is so populous and concentrated to have its own schools. In 2010/11, there were 25 nursery schools, 21 basic schools (providing comprehensive compulsory schooling) and 3 upper secondary schools (1 general and 2 technical) teaching in Polish.

In 2010/11, most pupils in compulsory and post-compulsory (non-tertiary) education attended public-sector schools (98 % and 84 %). Since 1st January 2005, the Czech education system has been operating on the base of new acts: Education Act that regulates education from pre-primary to upper secondary and tertiary professional education and its public administration, and Act on Educational Staff that regulates teacher profession on the same levels (1). The Higher Education Act with 20 amendments regulates higher education since 1999. Schools are administered in the frame of general administration. The responsibility is distributed among the central government, regions (which are 14) and communities. Regions are given a high degree of autonomy. The Ministry of Education, Youth and Sports preserves the integrated state educational policy by formulating long-term policy objectives of education and development of the education system. For higher education, long-term plans are formulated now for 2011-2015, and updated annually.

The Ministry of Education, Youth and Sports (MEYS) above all:

- is responsible for the conception, state and development of the education system;
- determines the content of education: approves framework educational programmes which are the base for the development of school educational programmes; accredits educational programmes for tertiary professional schools and for higher education institutions;
- is responsible for the state financing policy in education – for drawing up of the education budget and for determining of principles of its allocation;

- is in charge of the school register which has a constitutional meaning: only a registered institution has a right to provide recognized education and receives public resources;
- is an organising body of institutions for in-service training of teachers and facilities for institutional care;
- is an organising body of some schools and schools facilities.

Regions are responsible for education on their territory. Regional authorities formulate long-term policy objectives for their territory in compliance with national objectives every four years. Regions are also organising bodies in particular for upper secondary and tertiary professional schools.

The communities are responsible for ensuring conditions for the compulsory school attendance, thus they establish and administer basic schools. Usually, they are also organising bodies of nursery schools which are not compulsory. Organising bodies of schools and school facilities can be also churches and religious societies, which have been registered and authorised to establish denominational schools, as well as other legal entities or physical persons, whose business is the provision of education or school services under the Education Act.

Ministry of Defence, Ministry of Interior, Ministry of Justice or Ministry of Labour and Social Affairs establish some selected schools or school facilities as organisational units of the state or as their components.

All schools have the status of legal entities since 1st January 2003. School heads were given full responsibility for the quality of educational process, for financial management of the school, for appointing and dismissing teachers and for relations with the community and the public. By law, the school organising body must establish the School Council enabling parents, pupils, educational staff (except for the school head), and the public to participate in the administration of the school.

Organising bodies appoint school heads on the basis of a tender; they can be dismissed only for reasons defined by law.

The funding of schools comes from two sources: capital and running costs are funded by the organising bodies (regions and communities from regional/communal budgets), educational costs (salaries and teaching aids) are allocated from the state (central) budget by the MEYS via regional administration. The funding is based on the per capita principle. For schools, the per capita amount is determined at the central level for 4 age groups corresponding to respective levels of education (ISCED 0-3, 5B) and distributed to regions

according to the number of pupils in the respective age. Regions determine per capita amounts of different schools.

Higher education institutions receive funds from the state budget both for running and capital costs. Higher education institutions receive financial contribution according to the number of students and graduates, the economic costs of the relevant study programme and some quality and performance indicators. The amount of contribution is also determined by long-term plan for the area of higher education prepared by the Ministry and long-term plan of the higher education institutions. Regulation is adjusted every year which makes it possible to influence activities of higher education institutions in accordance with developmental priorities.

Private schools have been established since 1990 (at university level since 1999). The schools are mostly non-confessional; the usual legal form is a for-profit or non-profit grant-aided organisation. Both private and denominational schools represent 2.9 % of the total number of basic schools and 1.5 % of their pupils; for upper secondary schools it is 25.3 % of schools and 15.3 % of pupils; for tertiary professional schools it is 34.1 % of institutions and 30.6 % of students in 2010/11; for universities it is 62.9 % of institutions and 14.5 % of students in 20010/11. The funding of private schools is based on the same per capita principle as for public schools. Basic subsidies (50-80 % of the amount granted to similar public institutions, according to the type) can be raised to 80- 100 % if the school meets a set of criteria. Denominational schools receive the same funding as public schools directly from the MEYS. Private higher education institutions must be non-profitmaking to be eligible for a state grant.

The Czech School Inspectorate (Česká školní inspekce) is a central control body under the direct supervision of the MEYS. It is responsible for monitoring of schools and school facilities: their educational conditions and results, the quality of management, the efficiency of using funds and complying with binding regulations, at all levels except for higher education institutions.

## Pre-primary education

Mateřská škola (nursery school) is a part of the education system with a long tradition. The preprimary education is based on the Framework Educational Programme for Pre-primary Education, which was approved by the MEYS in 2004 and it is obligatory for schools from 2007/08. Attendance is not compulsory; nevertheless it covers approximately 84 % of the total age group (3- 6 years), 91 % in the pre-school year. The year prior to compulsory schooling is free of charge and children have a legal right to attend it. Parents can be asked to pay a maximum of 50 % of the running (not educational) costs covered by the community.

Institution Typical age ISCED level: Mateřská škola 3-6.

For socially disadvantaged children, preparatory classes may be established during the year prior to their starting compulsory schooling at základní školy (basic schools).

## Compulsory education

School attendance is compulsory for nine years, usually from the ages of 6 to 15. All pupils start in a comprehensive single structure institution called základní škola, during the second stage it is possible to proceed to gymnázium – secondary school providing general education – or to eightyear taneční konzervatoř – dance conservatoire.

### (i) Phases

<i>Education (institution)</i>	<i>Typical age</i>	<i>ISCED level:</i>
Základní škola (single structure)		
– primary education	first stage: 6-11	1
– lower secondary education	second stage: 11-15	2
Lower stage of multi-year Gymnázium (general lower secondary education)	11/13-15	2
Konzervatoř, conservatoire	11-15	2

### (ii) Admission criteria

Catchment areas are defined, but the choice of schools is free. Pupils can leave single structure základní škola after successfully completing the fifth year (for the eight-year gymnázium) or the seventh year (for the six-year gymnázium). The enrolment proceeding

usually includes the entrance examination set by the school head. There are 11 % pupils of the age group (between 11 and 15 years old) attending gymnázium (2010/11). The enrolment proceeding for education at conservatoire is held in the form of an examination proving particular abilities of an applicant. There are only some 0.07 % of pupils between 11 and 15 fulfilling their compulsory school attendance at eight-year conservatoires (2).

(iii) Length of the school day/week/year

The school year begins on 1 September and ends on 31 August of the following year. In 2010/11, the school year comprises 196 days of teaching. Lessons of 45 minutes are spread over five days a week. The timetable is 18-26 lessons at the first stage, 28-32 lessons at the second stage (gradually). In 2006/07 it was enlarged by 5 hours. Education is running mostly in the morning. Apart from education, schools offer their pupils all-day care and interest activities in school facilities.

(iv) Class size/student grouping

The number of pupils per class is between the minimum of 17 and maximum of 30. In 2010/11, the average class size is 20.0 (3). The co-educational classes are made up of pupils of the same age. Small communities can organise schools (primary stage only) with one or more classes of mixed age. At the first stage, the same teacher generally teaches all subjects.

(v) Curricular control and content

The binding document for education in základní škola as well as in lower stage of multi-year gymnázium is the Framework Educational Programme for Basic Education (FEP BE) approved by the MEYS in 2005. On the basis of the FEP BE, schools prepare their school educational programmes (SEPs): in 2010/11 schools are providing instruction according to their SEPs in most grades. The FEP BE defines nine main educational areas consisting of one or more educational fields, cross-curricular topics, complementary educational fields and key competences of a school leaver. It specifies the curriculum of the fields, i.e. the recommended content and expected outcomes at the end of every period (the first stage is divided into first and second periods: years 1-3 and 4-5).

The educational areas are Language and language communication, Mathematics and its application, ICT, People and their world, People and society, People and nature, Art and culture, People and their health, People and the world of work. The cross-curricular topics comprise Personal and social education, Education for democratic citizenship, Education towards thinking in the European and global context, Multicultural education, Environmental education, and Media studies.

The SEP BE divides the curriculum into particular years (or other compact parts, e.g. modules) and into subjects and specifies syllabus. One educational field can form part of one or more subjects or the educational content of different fields can be integrated in an 'integrated subject'. Schools profile themselves through the SEPs. Teaching of a foreign language starts in the 3rd year, but the school head can include it in the 1st year if pupils are interested and parents agree. The pupils must be offered the instruction of English before other languages.

Teachers can choose their own teaching methods, within the scope of the proposals or recommendations articulated in the educational programme and according to the general policy of the school. Each school is free to choose textbooks.

#### (vi) Assessment, progression and qualifications

The general principles of assessment of pupils' educational results are set by the Education Act. The rules of pupils' assessment are defined by each school in the School Code respecting the MEYS's degree and curriculum. The continuous assessment is provided by teachers, most often a 5-point scale is used. The results of continuing assessment are summarized in a school report at the end of each semester. According to the MEYS degree, the 5-point scale, verbal assessment (authorized at all educational levels since 2005) or combination of both may be used in the school report. Since 2005/06 school issues an output assessment to leavers of compulsory schooling. (Issuing of this assessment is to be cancelled according to the proposed amendment of the Education Act.) Final school reports are issued with proof that the required level of základní vzdělání has been reached.

Pupils who have not succeeded in all compulsory subjects (except subjects focusing only on educational care) can repeat a year once on every stage. Meetings with parents are organised to discuss their children's progress. At present, Standards for Basic Education are being prepared. They formulate the minimum level of knowledge and skills, which pupils should achieve at the end of the first stage (year 5) and 2 stage (year 9) of basic education. Standards should form the basis of tests for nationwide assessment of learning outcomes, which should be launched in 2013.

## **Post-compulsory education**

### *upper secondary and postsecondary level*

#### Admission criteria

Prerequisites for acceptance in upper secondary education are completing a compulsory education and successfully meeting entrance requirements set by the school head of střední škola, who also decides on admission of a pupil. The requirement may include the

entrance examination (possibly the aptitude test) organised by the school. The enrolment proceeding for education at conservatoire is held in the form of an examination proving particular abilities of an applicant.

(4) Pupils at conservatoires may also complete education by the maturitní zkouška examination (ISCED 3A), however not earlier than after the fourth grade, in case of eight-year dance conservatoires after the eighth grade. Nevertheless, studies at conservatoires are usually completed by an absolutorium at conservatoires (ISCED 5B).

(5) Pupils acquire secondary education through successful completion of an educational programme lasting for one or two years. Pupils can attend Praktická škola courses (1-2 years; ISCED 2C) or Odborné učiliště courses (2 years; ISCED 3C). For more information see also section 7 'Special needs'.

(6) Leavers of upper secondary education can enhance or change their qualification in three types of postsecondary programmes: two-year nástavbové studium (follow-up study) offering leavers of three-year vocational 3C programmes studies of general and theoretical subjects in the studied area to achieve ISCED level 4A, and two types of zkrácené studium (shortened study) providing leavers of general or technical ISCED level 3 programmes either with knowledge of another field or skills to achieve ISCED level 4A (for leavers of 3A programmes) or with skills to achieve level 4C (for leavers of 3A or 3C programmes).

Pupils can apply for three schools of their choice. Those who were not enrolled can participate in the other round of enrolment proceeding at schools that have a free capacity. Prerequisites for acceptance in a post-secondary programme is completing a secondary programme depending on the education pathway and successfully meeting entrance requirements.

### (iii) Curricular control and content

In the 2010/11 school year, most pupils already follow the new educational programmes approved by the MEYS (7). The Framework Educational Programme for Upper Secondary General Education (Gymnázium) stipulates 8 educational areas, 5 cross-curricular subjects and also the key competences of school leaver. The number of lessons per week must be between 27 and 35 in each year. The school head determines the optional subjects as well as the use of the disposable lessons. The minimum number of lessons per study is 132, although the school head can increase it up to 140.

The framework educational programmes for technical end vocation education include general as well as technical/vocational education areas, cross-curricular subjects, key and specific competences (8). There are specific framework education programmes for follow-up courses (ISCED 4A level), programmes of shortened study (4A or 4C) are based on

framework education programme for appropriate upper secondary course. Conservatoires provide artistic education. It can be acquired through studies in dance, music, singing and musical-dramatic art courses. The Framework Educational Programmes (FEP) for courses at conservatoire were approved in 2010. The schools should prepare the school educational programmes (SEP) and start teaching according to them from 1 September 2012 at the latest. The structure of these FEPs is similar to that of FEPs for upper secondary vocational education.

#### (iv) Assessment, progression and qualifications

Upper secondary schools use both continuous assessment and final assessment of pupils in a school report. The results of a pupil's education may be expressed by a mark, a verbal assessment, or by a combination of both. There are no exams at the end of a year. All upper secondary schools organise their own final examination: the maturitní zkouška (9) in general or technical four-year courses (ISCED level 3A) (10), in two-year follow-up study or in shortened study (ISCED level 4A); leavers are awarded the

(8) The proportion of general subjects and vocational ones in the newly created school educational programmes for the technical courses (ISCED level 3A) is about 60:40 (practical education excluded). In the newly created school educational programmes for the vocational courses (ISCED level 3C), the proportion (on an average) is varying between 19 % in two-year courses and 34 % in three-year courses (practical training included).

(9) Leavers with the maturitní zkouška (in general or technical fields) represent over 74 % of all leavers of upper secondary education (day form of education; follow-up and shortened study included). Leavers of gymnázium (i.e. general education – almost a half of pupils already enrol during the second stage of the basic school to 6-year or 8-year gymnázium) represent 30 % of holders of the maturitní zkouška and 22 % of all leavers of upper secondary education. Leavers of the follow-up study represent some 8 % of those who achieve the maturitní zkouška in the traditional pathway. Shortened study has been a new type of study since 2005/06.

### **Special needs**

Special schools exist from pre-primary to upper secondary level. Their curriculum and qualifications are as close as possible to those of mainstream schools, the methods are appropriate to the specific educational problems (mainly mental, physical, visual or hearing disability). At compulsory level, the základní škola speciální can be established for pupils with medium and severe mental disabilities and multiple mental disabilities and základní škola praktická for pupils with mild mental disabilities. These pupils can continue their education in courses at praktická škola (ISCED 2C) or odborné učiliště (ISCED 3C) – two

secondary schools set up for pupils with lesser study prerequisites – or in other special vocational courses at upper secondary level (ISCED 3C) for pupils with mild mental disabilities and for those who have not successfully completed lower secondary education. Attendance at a special school requires a recommendation from an appropriate authority and parental consent; 2.4 % of the population falls outside mainstream education. The new Education Act puts stress on integration.

## **Teachers**

Four-year teacher training for pre-primary education is in general organised at the upper secondary level; there are also courses at tertiary education level. Would-be teachers of theoretical subjects at other levels of education must obtain a university qualification at Master's level. Different types of lower vocational qualifications (from non-tertiary education) are sufficient for practical education teachers. The educational training of teachers of general subjects is mostly concurrent, for technical/vocational subjects it is usually consecutive. Teachers (except of those of primary level) are specialists. Teachers do not have a civil servant status.

The 2004 Act on Educational Staff regulates the prerequisites for the performance of the profession, their further education and the career scheme.

## ***Educational and psychological counselling IN EDUCATION***

"Educational Guidance" 1997 (p.49-66) published the first part of an extensive conceptual material with the above name, which the Ministry of Education prepared to the order of Educational and Psychological Counselling at the end of 1996. Material was in May 1997 discussed at the meeting of senior administratives at the Ministry of Education, which took note of the informative part and imposed to gradually implement all the proposed measures.

In "educational counseling"(12) 1997, p.35-55 came second, most extensive chapter of this document, entitled "Institutions advice". It included a passage devoted to counselling at school level.

## **ADVISORY BODIES**

Current regulations define education as the only institution advice on school educational consultant. growing need for counselling in schools is currently conducting some school function to establish a school psychologist or and school special education teacher. Pedagogical-Psychological counselling performed by educational counsellors, school psychologists and school special education teacher follows the consultancy offered to pupils and their parents, teachers (especially classroom) and educators.

teacher and educator of teachers, educators, masters training and any other teachers (the teachers) who carry out training and educational activities in schools and school facilities are in full interaction with children and adolescents and, consequently, with their parents (e.g., already at enrolment). with their educational tasks related to that interacted with the students and parents fulfil their role of first counselling contact.

Possibilities of teachers in counselling significantly depend on their personality and their education in pedagogy and psychology. Trends in counselling meet the teacher advisory tasks in natural context of activities that take place in the context of school education. Specifically consultancy within their competence exercised, and when the teacher teaching, the indirect educational activities. This is particularly true for classroom teachers. According to Government Decree No. 503/1992 Coll. having class teachers to perform their duties counting one hour a week (I Vol. elementary school two hours a week) to direct their teaching duties.

School counselling centres established at schools provide professional support to teachers through the school counsellors or school psychologists and special education teachers, with which teachers should consult their procedures and which should be passed on to other specialist care more difficult cases. More specialized professional help then provide teachers with guidance staff or workers centres and resorts.

The role of teachers, as first line workers in the advisory system is irreplaceable. Therefore the pedagogical-psychological component of teachers' education should be devoted considerably to preparation in the undergraduate stages. Existing education for teachers in this area is largely insufficient for the tasks that the current work with students require.

## **Educational counsellor**

as educational guidance is established according to § 34 of Act No. 76/1978 Coll. (in terms of subsequent changes) in all primary and secondary schools. If it is useful for a school it may establish more counsellors. Establishment of advisory services to colleges is not required by law, although schools were invited in September 1996 with the letter from IPPP<sup>1</sup> to issues of pedagogical-psychological counselling following the example of universities. IPPP prepared the relevant educational opportunities. Educational counsellor educator (usually a teacher), is appointed to the office by the school director (as by the decree No. 503/1992).

Prerequisites for the performance of the educational advisor are set by a decree: kindergarten in Czechoslovakia No. 59/1985 Coll. Which defines the vocational and

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<sup>1</sup> IPPP Institute of pedagogical and psychological counselling – a central advisory body

pedagogical competences of teachers at the school level as at least 3 years experience and completed (or after the appointment lined up) specialization in educational counselling.

Educational Consultant is responsible for his activity to the school headmaster. Professional help for him is provided by appropriate educational and psychological counselling body.

Decree: kindergarten Czechoslovakia č.130/1980 Coll. defined rather broadly, but only in general, tasks, that the educational consultant should carry on in the field of professional orientation and mental health care and social development of pupils at the school. Currently, most of the schools educational counsellors perform, in relation to the activities of teachers (especially class) and in cooperation with them, and parents of students, educational consultancy assignments in the field of education, training and professional orientation..

In education of the educational consultant current focus is on the attention on students with behavioural and social maladjustment characters, pupils suffering from internal conflicts (e.g., anxiety or impaired self-concept) and to students in challenging life situations and developmental crises (e.g. abuse; divorce or death of parents, problems in the relationship between the family and the school, classmates, etc.). In collaboration with classroom teachers and parents counsellors coordinate preventive and educational practices in working with these students in school. Complex cases which exceed the capacity of educational counsellors at schools emphasise the role of external school counsellors who facilitate professional care or otherwise specialized institutions for these students and participate in the implementation of the conclusions and recommendations of this institution. Besides these activities aimed at the prevention of general (non-specific prevention) the part of the job of the educational consultant should consist of activities specifically aimed at crime prevention and prevention of substance abuse. attention in this area should be given to educational consultant also able pupils positive influence on peers.

In education, educational consultant focuses primarily on students with learning disabilities or at risk of school finish failure (action aimed at preventing school finish failure), the talented pupils and disabled, individually integrated pupils. Part of his activities in this area must be cooperation with teachers and parents of students to determine the cause of the learning problems. Together with the counselling centre or the guidance counsellor they should also guarantee the range and quality of care provided to individually integrated pupils with disabilities. According to the findings of the CSI<sup>2</sup> counsellors act as coordinators for the integration of third elementary and secondary schools.

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<sup>2</sup> CSI – Czech School Inspection

Educational guidance consultant provides methodological assistance to teachers in identifying, monitoring and development of individual pupils, which may be relevant to the choice of their study and life, and thus allow the pupils and their parents to avoid erroneous selections. In more complex cases (e.g. students physically or socially handicapped, the talented pupils, pupils with behavioural or learning disabilities, etc.) it is then the task of the educational advisor to mediate pupils and their parents and assist in this selection.

### **School psychologist**

Some schools and school facilities established at present the school psychologist. This role responds to the need to address the challenges associated with a greater emphasis on pupils' personal development and on issues of prevention of socially pathological phenomena. The qualification requirement for school psychologist is the graduating in psychology at the university.

Principal collaborators of the school psychologist are, next to the school principal, classroom teachers and other school staff as well as the counselling centre or centres. Issues of the school psychologist can be performed as well from a school teacher with an external qualified psychologist or counselling expert attending school.

Sometimes the work of the school psychologist is focused exclusively on the optimization of the educational process in terms of the conditions of life and psychosocial development of pupils at the school, i.e. mainly on improving teaching methods, the relationship between teachers and students and interaction with the mentally hygienic atmosphere of the school. Elsewhere, the school psychologist uses more action oriented to minimize training and educational problems of students with individual educational-psychological diagnosis, using counselling and therapeutic care. Some school psychologists combine their activities to focus both - their activities replace the actions required by schools from external psychologists pedagogical-psychological counselling. In exceptional cases, school psychologists also carry out the duties of educational consultant.

The paper "Role of school psychologists in primary, special and secondary schools" produced by research bodies of the Ministry in 1995 - 96 on school psychologists in effect showed that the activities of the school psychologist can not be isolated from that of other school professionals (teacher, special education teacher). It is therefore better to consider a comprehensive educational and school psychological service that is able to provide primary prevention or mitigation of educational and learning problems in children, targeted screening search for symptoms of risky situations and, if necessary, without delays to provide comprehensive care to the extent possible.

## **School special education teacher**

Employing school special education teacher expressed the increased need of some schools to care for pupils with special educational needs at the school. School special education teachers as guidance workers at secondary schools are currently in the Czech Republic rather exceptional. Decree of the Ministry of Education č.35/1992 Coll. Kindergartens, § 4, paragraph 6 provides the special education teacher in a kindergarten, where there are at least 6 children with disabilities integrated.

School special education teacher is involved in the screening of pupils with special educational needs. It presents the legal guardians of pupils and teachers or school heads suggestions for care or counselling centre for such pupils and coordinate it with the educational activities of the school. He/she provides pupils with these needs with psycho-corrective care, school educational staff with methodological assistance in the education of pupils with special educational needs and expertise of special education. He/she designs and helps to implement measures that improve the educational work of the school with pupils with special educational needs.

Qualification requirement for school special education teacher is graduating from special education in college.

## ***School system in the Slovak Republic***

The Constitution of Slovak Republic guarantees the right to free education at primary and secondary schools and depending on the abilities of the individuals and the possibilities of the society also at higher education institutions. In Slovakia language of instruction is the state language. For children and pupils belonging to national minorities or ethnic groups under the conditions laid down by law is ensured the right to education in their language.

The first stage of education system is pre-primary education, attended by children from three to six years and provided by kindergartens. Primary and lower secondary education is organised as a single structure system, beginning at the age of six and consisting of nine years. Education is carried out by primary school, where child starts fulfil compulsory school attendance. The compulsory schooling lasts ten years and pupils complete it by finishing the first year of upper secondary education at secondary school (gymnázium, stredná odborná škola, konzervatórium). All schools provided primary and secondary education have the status of legal entity. Higher education is provided at the three levels - Bachelor, Master and PhD study programmes – in autonomous universities and higher education institutions. Adult education includes the further professional education, the special-interest and civic education.

The public administration in the Slovak republic is guaranteed by both the State administration and territorial administration, which is executed by municipalities and higher territorial units. The Central body of state administration in education is the Ministry of Education, Science, Research and Sport of the Slovak Republic. The minister of education, science, research and sport governs the ministry and he is responsible for it's activities. The Ministry cooperates with central bodies of state administration and other bodies and organizations. The State School Inspection is the body of state administration in education performing the function of state control over the level of pedagogical management and the level of education. The State School Inspection is managed by the chief school inspector. Evaluation of the quality of education, research, development, artistic and other creative activity of higher education institutions is in competence of the Accreditation Commission. The Accreditation Commission comprehensively reviews conditions under which these improving the efficiency and quality of education provided at the higher education institutions and develops recommendations to improve the operation of higher education institutions.

### **Pre-school system**

The kindergartens are established by municipalities, physical persons or legal entities (private kindergartens) and churches or religious communities registered by the State

(church kindergartens). Kindergartens are a constituent part of the school system. The kindergartens (regardless of their founder, that is, public, private and church ones), which are authorised to carry out the education and care in the Slovak Republic are involved in the network of schools and educational facilities administered by the Ministry of Education, Science, Research and Sports of the Slovak Republic. At present, the network of schools and educational facilities consists of 2869 kindergartens, which include 7 124 classes (6 792 with all-day care, 332 with half-day care) taking care of 139 239 children aged from 2 to 6/7 years and 22 special classes for those with special education needs offered to 240 children. The education and upbringing is provided by 13 899 teachers, of which 98.7 % satisfy qualification prerequisites stipulated by generally binding rules. The profession of kindergarten teacher is a regulated profession.

The education and care in kindergartens are provided in the official language and in language of the respective national minority.

The kindergartens are established as independent, or, as a part of primary-school-cum-kindergarten, eventually, as an organization component of a joined school. The former prevail.

The primary school provides for the pupil the basic knowledge, skills and competences in language, natural science, social science, art, sports, health, traffic and other areas of knowledge and skills which are necessary for orientation in life and society. Primary schools provide basic education for school-age children upon reaching the age of 6 years, ensuring their preparation for the further study and the practice.

## **Primary education**

The primary schools include, as a rule, nine grades with a possibility to establish a zero grade. It consists of the first and second stages, in which the education is provided by means of individual educational programmes mutually interlinked:

- the first stage of primary school is composed of Grades 1- 4.
- the second stage of primary school is composed of Grades 5 - 9.

Upon the successful completing of the respective educational programme or its integrated part the pupil may achieve one of the following levels of the basic schooling:

- primary education (ISCED 1)
- lower secondary education (ISCED 2)

The child integrated in zero grade of primary school starts fulfilling the compulsory school attendance. The zero grade is designed for the children who have achieved, as at 1st September, the age of six years, but have not attained the school maturity and come from socially disadvantaged background. Integration of the child into the zero grade is a subject of an informed agreement by the guardian of the child.

In location at where no conditions have been created for establishment of all nine grades of the primary school (at least 150 children), it is possible to establish a primary school with the first level grades only (for at least 30 children). The pupils who finish the last grade of such a school, continue completing the compulsory school attendance in the primary school with all grades.

The education and training are provided through educational programmes (the State and school ones) in two types of primary school:

- the so-called complete organised school, which has all grades
- the so-called incomplete organised school, which has not all grades.

The pupil fulfils the compulsory school attendance in primary school in the school district in which he has permanent residence (hereinafter referred to as "school catchment area"), unless the guardian chosen another primary school.

## **Secondary education**

The secondary education (designed for pupils aged 15/16 - 18/19 years) is carried out in three types of secondary schools:

- in gymnasium there is general secondary education, which prepares most of all for the study at higher education institutions,
- at vocational secondary school there is vocational education and training, that means, preparation for execution of professional activities, mainly technical, economic, pedagogical, health, socio-legal, administrative, artistic and cultural, but also for the study at the higher education institution,
- in conservatory there is a complex artistic and artistic-pedagogical education.

The task of secondary schools is to provide for the youth after completing the primary education the general secondary education with school-leaving certificate in gymnázium, and vocational secondary education, vocational secondary education with school-leaving certificate and higher professional education.

The education and training in secondary schools may be completed by:

- final examination,
- secondary school-leaving examination,
- final postsecondary examination,
- graduate's examination.

The final examination is aimed at attestation of pupils' knowledge and skills in the extent of subject matter determined by educational standards of the State educational programme and attestation how the pupils are prepared to use the achieved competencies at pursuit of occupations and professional activities for which they are being trained.

### **History of school system in Slovakia**

Czechoslovakia (and its succession states) had a tradition of academic and scholarly endeavour in the mainstream of European thought and a history of higher education dating from the Middle Ages. Charles University was founded in Prague in 1348, and the Universitas Istropolitana (Academia Istropolitana) was founded in Bratislava in 1465.

The Universitas Istropolitana (since the 16th century frequently - but incorrectly - referred to as Academia Istropolitana) in Bratislava was arguably the third university to be found in the Kingdom of Hungary and the first university to be founded in the territory of present-day Slovakia. Despite its brief existence (1465–1491), it features prominently in Slovak historiography. The word "Istropolitana" is taken from the ancient Greek name for Bratislava, Istropolis, which means "Danube City. It was founded in 1465 by Pope Paul II on the request of King Matthias Corvinus. It was the only university in the Kingdom of Hungary at that time, although historically not the first in the kingdom. The university ceased to exist around 1490 after the death of Matthias Corvinus.

Before World War I, education was the chief instrument for dealing with ethnic diversity. Perhaps in no other aspect of public life did Czechoslovakia more effectively address the disparities among Czechs, Slovaks, Hungarians, Ukrainians, and Germans. Eight years of compulsory education in the native language of each ethnic minority did much to raise literacy rates, particularly among Slovaks and Ukrainians. An expanded program of vocational education increased the technical skills of the country's growing industrial labor force. Some disparities remained, however. Germans and Czechs predominated disproportionately in secondary schools and universities. Both in the Czech lands and in Slovakia, compulsory education, had begun in 1774, idea of Marie Terezie.

## **In the Communist Era**

Despite regional and ethnic imbalances, Czechoslovakia entered the Communist era with a literate, even highly educated, population. Education under KSC<sup>3</sup> rule has a history of periodic reforms (often attempting to fit the Soviet model) and efforts to maintain ideological purity within schools. At the same time, higher education has been a reward for political compliance. By the mid-1970s, the historical disparity in educational resources between the Czech lands and Slovakia had been largely redressed. A certain equity in educational opportunity was achieved, partly through the concerted efforts of policy makers and partly through the vicissitudes of normalization.

### **1990 - 1992**

After the 'Velvet Revolution' taking place in 1989 education system in Czechoslovakia underwent transformative changes. Democratisation of education begun in 1990. Private schools, 6 and 8 year general secondary gymnazia were introduced. Academic freedom of higher education was restored and Bachelor degree programmes were implemented. In 1992 first education programmes involving the support of European Commission were launched. Changes also were made to financing of education

## **Educational Support and Guidance**

Guidance services in Slovakia are provided mainly under the auspices of the following sectors: education and labour, social affairs and family. There also exist the institutions, which provide the service of this kind as well, outside these sectors (health sector, justice sector, interior affairs sector, partnerships at local, regional, national and international level in counselling process, educational institutions providing in-service training, other private providers – personal agencies, guidance agencies, social partners).

Provisions of guidance and educational services under the auspices of ministry of education sector institutions is governed by the Educational Act, which is supplemented by the Decree on School Establishments of Educational Guidance and Prevention. In school establishments of educational guidance there are implemented the following activities: psychological, pedagogical, special pedagogical including speech and therapeutic and educational activity aimed at optimisation of educational, pedagogical, psychological, social and career children development from their birth till the end of process of preparation for profession. The special care is provided for children with special educational needs. Guidance services are provided also for guardians of children and for pedagogical staff.

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<sup>3</sup> KSC – Communist Party of Czechoslovakia

Currently, educational counselling focuses not only on the comprehensive diagnosis of the child, but especially on subsequent psychological and educational intervention for the family as a whole, following the line of the Convention on the Rights of the Child. The practice became a need for career education and career consulting - harmonization of professional desires and competencies of individuals (personal, health, physical, skill) labour market needs, with real possibilities, the formation characteristics and skills that facilitate the best careers. This specialization is traditionally part of the work of educational advisers and other professionals in the system of educational counselling.

Although the demographic trends show population declines, decreasing the number of children, parental interest in a public school counselling services is increasing. This increased interest is due to increasing population problems. In addition, children who have sensory, mental, physical or other disability, requiring training in specific procedures, there is another not insignificant group of children who have no detectable handicap, but still require a special approach to learning (e.g., children with difficulties in learning, children with signs of some symptoms of developmental learning disorders, emotional survival, but also children with above-average intellectual gifts, sports talented individuals, etc.).

There is an increasing number of children with emotional and personality problems, including children suffering from neurosis, psychosomatic illness, at risk of social pathology (9.3%) and developmental learning disabilities, children from socially disadvantaged, at risk of poverty (30%). The school is growing serious relationship problems and conflicts, not only in communication between the students themselves, but also in relation to parents if a teacher. Children are often exposed to excessive amount of stress and crisis situations.

Pedagogical-psychological counselling centres a decade ago showed about 10% population merits of their services, now this figure is above 20% also waiting period for processing the application is three weeks to a month, although the efficiency of labour is higher, the more is needed professional care provided.

## **History**

Social and psychological conditions in which it grows and forms the younger generation is increasingly complex. Support for adaptation of the young generation for five decades, helping to solve a system of educational and psychological counselling to the changing socio-historical conditions has undergone many organizational and partly conceptual change: 1 February 1957 established an institution - educational Psychological Clinic - in Bratislava, aimed at prevention, regulation and removal of various behavioural disorders, learning difficulties and negative phenomena in the social development of young people as the first of its kind in Czechoslovakia. In parallel with it to build a centre for vocational

guidance counselling as a relatively autonomous unit designed to help the professional deciding students. Gradually began to accrue facilities in other cities - since 1976 under the name of the pedagogical-psychological counselling centres.

In 1962 was introduced in primary schools feature educational counsellor, the following year at secondary general education schools (grammar schools today) and gradually to other secondary and special schools. In the 70 the last century began to introduce the profession of school psychologist. In connection with the increase of drug addiction and other social/pathological phenomena the Ministry of Education (hereinafter "the Ministry of Education") in educational and organizational guidance for schools and educational institutions, government authorities in education and local governments for the school year provided recommendations for schools prevention coordinator.

The 90-ties marked a turning-in access to basic issues of education of disabled and handicapped children at risk in Slovakia, they were made and legislative conditions for the emergence of special pedagogy facilities at special schools, which in turn take care of registered disabled and disabled at risk of children.

The 90 years have created a complex network of counselling centres so that cover all districts of the current territorial and administrative division of Slovakia. Counselling network is covering all regions and districts in Slovakia: the pre-primary and primary schools as a district and secondary schools as regional. During 2005 and 2006 alone, the operating centres of educational and psychological prevention combined or merged with spatially relevant of counselling centres and now all operate as part of a department of counselling centres.

The main subject of the current system of educational and psychological counselling is advising centre District-usually scope, providing their services in close cooperation with other advisory bodies (educational consultant, school psychologist), respectively. Devices with special pedagogy provide the necessary technical assistance to interdisciplinary continuously (from preschool to the end of vocational training) in the region it covers.

In such sense, the system of educational and psychological guidance counsellor called first contact for help solving personal, educational, professional and social developmental tasks children help their parents (legal guardians) and teachers in the educational consultant working closely with the school, respectively, counsellor psychology, with the classroom teacher or special teachers and schools with the social partners (technical schools, employment services, employers' organizations in the region, etc.).

## Psychological Counselling

The basic components of education guidance and prevention system are establishments of educational, psychological and special pedagogical counselling and prevention, whose part is:

- centre of pedagogical and psychological counselling and prevention,
- centre of special pedagogical counselling.

Another components of education guidance and prevention system are:

- educational counselor,
- school psychologist
- school special pedagogue,
- medical pedagogue,
- social pedagogue,
- prevention coordinator.

Particular components of the system of educational counselling and prevention cooperates mainly with family, school, school establishment, employers, public administration authorities and non-profit organisation. The task of education counselling and prevention is execution of counselling in the process of solving personal, educational, professional and social needs of children and career guidance. In case of need, educational counsellor will mediate for children and their guardians pedagogical, psychological, social, psycho-therapeutically, re-education and other services, which are coordinated in cooperation with class teacher. He closely cooperates with school psychologist, special school psychologist and professional staff of counselling establishments.

Under § 135 of the Act, No. 245/2008 on education and training (the Education Act) psychological counselling is provided for children, guardians and school staff at schools and school establishments via the activity of school psychologist or psychologist in order to develop their healthy personal development and mental health.

Psychological activity is mainly aimed at:

- research, interpretation, influencing and prognostic evaluation of children behaviour,

- psychological guidance in school, educational, prevention and counselling establishments,
- use of psycho diagnostic methods and tests in conditions of schools, educational, prevention and counselling establishments

Pedagogical-psychological counselling and prevention centre provides complex psychological, special pedagogical, diagnostic, educational, counselling and prevention care for children, beside children with health handicap, mainly in the area of optimisation, their personal, educational and professional development, care for talent development, elimination of psychological development defects and incidence of social pathologies, in children population in their territorial scope. They provide counselling services to their guardians and pedagogical staff.

Pedagogical-psychological counselling and prevention centre can be divided into the following departments:

- counselling on personal development
- counselling in educational development
- counselling on social development and prevention,
- counselling in career development,
- psychotherapy,
- methodology of educational counselling,
- special pedagogical counselling.

Special pedagogy guidance centre provides services for children with disability, including children with development defects, aiming to reach optimal development of their personality and social integration. Centre provides ambulant guidance activity for children in family, at school or school establishment including provision of professional support to children and pedagogical staff, field workers and via short term stays of children or their guardians in this establishment.

Professional-methodological material and technical assistance for professional staff of special pedagogy guidance centres and school special pedagogues is provided by the centres of special and pedagogical guidance centres after the approval of the Ministry of Education, Science, Research and Sport of SR. These are specialised on guidance for children with particular defect as resource centres, even outside territorial jurisdiction of the local state administration in education.

## ***School system in the Republic of Poland***

The history of the formal Polish scholar system dates back to the Middle Ages. In the early Middle Ages the education of men only was in the hands of the ecclesiastical institutions. In the years 1215-1364 there were 13 cathedral schools, 14 collegiate schools and numerous parish schools (even in the country). The bishops used to exhort to hire teachers speaking Polish, which is a visible evidence that the education, at least the primary one, was conducted in the mother tongue. Obviously, Latin was taught as well.

The oldest Polish university was founded in Krakow in 1364 by Casimir III the Great (Polish: Kazimierz Wielki), the last [King of Poland](#) from the [Piast dynasty](#), and at the time the university was known as the Krakow Academy. It was only in the 19th century when it was renamed the Jagiellonian University, to indicate the relation between the university and the Jagiellonian dynasty. After Casimir III the Great died the Academy collapsed and was brought into being again in 1400, mostly thanks to Saint Jadwiga, the wife of the King [Władysław Jagiełło](#), the daughter of the King Louis of [Hungary](#) and [Poland](#). She donated all of her personal [jewellery](#) to the academy, allowing it to enrol 203 students. The Jagiellonian University was the first one in Europe to establish independent chairs in [Mathematics](#) and [Astronomy](#). It attracted both the eminent scholars as well as students, eg. Nicolaus Copernicus or Jan Kochanowski.

In the 17th and 18th century the development of the Polish scholarship was brought to a stop. It was due to several reasons: at schools led by the Jesuits grammar and rhetoric were taught – the noble, first of all, had to know how to make a speech. Moreover, the 17th century was the time of wars within the Polish lands, of an incompetent reign of the House of Wettin, of a crisis of authority and economic breakdown. It took almost one hundred years to start new economic, social and political reforms.

The First Partition of Poland, in 1772, intensified the reforms of the state. When, in addition, in 1773 Pope Klemens 14th dissolved the Jesuits order, Poland had no other

choice but to take care of the citizens' education. On 14th October 1773, on application of the King Stanisław II August, the Partition Sejm brought to life The Commission of National Education (KEN) – first Ministry of Education in Europe.

The reforms introduced by KEN established the way of educating young people for centuries. Up to this day we have been teaching such subjects as: Polish, Physics, Mathematics, Chemistry, History or P.E. Society of Elementary Books, formed by KEN, laid the foundations for Polish language terminology in Chemistry or Physics etc. The subjects were taught in Polish.

In the meantime, in 1774, at the request of the empress Maria Theresa, Johann Ignaz von Felbiger, a German educational reformer, pedagogical writer, and canon regular of the Order of St. Augustine repaired to Vienna<sup>4</sup>. He was appointed a General Commissioner of Education for all the German lands of empress's dominions. The same year he published a general school-ordinance.

Galicia, as in short, were called the territories acquired by Austria after the First Partition of Poland, didn't get much from his school-ordinance. The most significant, but mostly only formal, achievement was the abolition of the supremacy of church under the schools and subjected it to the state.<sup>5</sup>

When in 1795, after the third Partition of Poland, Poland vanished from the map of Europe, the education lay within the invaders authority. The main duty of the schools became to denationalise the Polish people. The easiest way was to start from the children and the young.

From 1885 to 1905 in Warsaw operated a Flying University (the name was derived from the lack of permanent location and constant change of the place of the lectures) which was the

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<sup>4</sup> It was due to the fact that he had already been known as a great reformer of the school system in Prussian Silesia. Because of the conflicts between Austria and Prussia about the ruling over Silesia known as the War of the Austrian Succession and the Seven Years' War, Silesia was mostly destroyed. After the conflicts, for the most part, the ruined Silesia was in the hands of Prussia that wanted to rise the level of education in the lands. The assignment was entrusted to Felbiger, who fulfilled it so excellently that it was not only noticed in Austria but also followed in Czech and Russia.

<sup>5</sup> Formally, the nationalization of the primary education enabled the Austrian authorities to introduce in Galicia compulsory education for children from 5 to 12 years old. The rural children were to go to common schools, the middle-class ones to cardinal schools and for children from Lvov, the capital city of Galicia, there were to be regular schools. Maria Theresa's regulation was only put into practice in Lvov. One way or another, the main objective of the Austrian school in the subjected lands, was the germanisation.

name of an underground educational enterprise. The purpose of this and similar institutions was to provide Polish youth with an opportunity for an education within the framework of traditional Polish scholarship, there, where it collided with the ideology of the occupants' governing authorities.

Within a short period of independence (1918 – 1939) the schooling stood on a high level, to pass the maturity exam was much harder than it is today.

The World War II brought a period of underground education (secret learning), detention of the teachers and students, intense destruction of the Polish intellectuals.

On the territories incorporated into the Reich, education in Polish was banned and punished with death. All institutions of higher education were closed. Their equipment and most of the laboratories were taken to Germany and shared between the German universities while the buildings were turned into offices and military barracks.

However, many teachers, professors and educational activists organized the underground courses all around the country, reviving the tradition of Flying University from the times of partitions of Poland. Those who survived the A-B Action<sup>6</sup> and were not sent to concentration camps actively started to give lectures to small groups in private apartments. The attendants were constantly risking imprisonment and death.

Most of the underground education was organized by the Secret Teaching Organization (Polish: Tajna Organizacja Nauczycielska – TON) which took care of the underground primary and secondary level education. Norman Davies noted that the Organization undertook the education of a million children. By 1942, about 1,500,000 students took part in the underground primary education; in 1944, its secondary school system covered 100,000 people and the university level courses about 10,000. The main universities included the University of Lvov, Warsaw University, Stefan Batory University in Wilno and Jagiellonian University in Kraków. A new University of Western Lands was created in Warsaw, with branches in Kielce, Jędrzejów, Częstochowa and Milanówek.

The professors organized a net of secret high schools, trade schools and special courses of forbidden subjects, such as the Polish language, history and geography. A special case were the secret Talmudic schools organized in ghettos. Until 1944 there were more than a million secret high school students in Poland. At least 18,000 students passed their final

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<sup>6</sup> AB-Aktion (Außerordentliche Befriedungsaktion) (English: Extraordinary Operation of Pacification), was a Nazi German campaign during World War II aimed to eliminate the intellectuals and the upper classes of the Polish people and of Polish nationhood. In the spring and summer of 1940, more than 30,000 Poles were arrested by the Nazi authorities in German-occupied Poland. About 7,000 leaders and professors, teachers and priests (labeled as suspected of criminal activities) were subsequently massacred at various locations including at the Palmiry Forest. The others were sent to German concentration camps.

school exams and received their certificates. This led to a bizarre situation in which students of formally non-existent schools entered formally non-existent universities. Most of the certificates were issued on pre-war forms with the dates forged to indicate either 1938 or 1939. These were later accepted by post-war Polish universities.

There was also a net of secret military colleges in most major cities. Religious education and training also took place. Prominently, the Roman Catholic Church operated underground seminaries for the education of priests. One well-known seminary was run by the Archbishop of Krakow, Cardinal Sapieha and trained future cardinal and pope, John Paul II (Karol Wojtyła).

The secret learning prepared new cadres for the post-war reconstruction of Poland and countered the German threat to eradicate Polish culture.

When the communist government came to power following the World War II, it greatly reformed the education system. In May, 1945, the Ministry of Education drew up a plan outlining an educational system based on several principles: that education in Poland be free, uniform, public and compulsory. It was to be free in that tuition fees would be abolished and a system of scholarships, dormitories and government assistance be put into place ensuring that every child had equal access to education. It was to be uniform in that the same curriculum be taught at every school and that rural institutions be brought up to the same standard as urban ones. It was to be public in that the state would control every educational institution. And it was to be compulsory in that parents or legal guardians could be imprisoned if the children in their care did not attend school. The plan also stated that the curriculum had to be so modelled that children would gain a wide base of knowledge, learn to think for themselves, and leave school with the scientific world outlook.

Though the plan was formulated in 1945, it was not until 1947 that it would be largely put into practice. The acquisition of new territories and the destruction wreaked on the country during the war meant that schools had to be built or rebuilt, and new teachers had to be trained.

The Nazi and Soviet massacre of the Polish intelligentsia, and the emigration of many other intellectuals and skilled people, had left Poland severely educationally lacking. The Communists thus took the opportunity to create a new Polish educated class, taught in an educational system which they controlled; history as well as other sciences had to follow Marxist view as well as be subjected to political censorship. In 1948, the curriculum was altered to make the communist ideology and theory more central.

Many western books and publications were decreed illegal and possession of any of them could have resulted in fines or even imprisonment. Especially History was changed to minimize the role of the events that could have undermined the position of the communist government; for example, the Polish-Soviet War of 1919-1921 was completely omitted from some history books, and the members of the Polish Government in Exile, like Władysław Sikorski, were portrayed as traitors. The science of economics was also deeply affected, as communist ideology stressed that central planning was always superior to capitalism, and works like those of János Kornai on the shortage economy were banned.

Schools were also standardized into seven-year primary schools and four-year secondary schools.

By the 1950s, rapid urbanization and the associated internal migration meant that fewer children were enrolling in rural schools. The 1950s also marked a massive surge in the number of teachers. In the 1948-1949 school year there were 79,319 teachers, but by 1962-1963 there were 156,193. Due largely to new universities being constructed around the country, these teachers were the most highly trained the Poles had ever experienced.

In order to be able to admit all children to the seven-year schools outlined in 1948, a campaign to expand the school network was undertaken. So many new schools were built (4,834 new classrooms in 1956 alone) that the government could, and indeed did, pass a law mandating the maximum distance between a child's home and their school. For students in grades one to four a school had to be within 3 kilometres of their home, and for students in grades five to seven, within 4 kilometres of their home.

In 1956, a detailed study by the Central Statistical Office declared that every single mentally and physically healthy Polish child received an education. Special schools were set up for deaf, mute or blind children. Altogether, up to 5,650,000 students completed primary schooling in Poland between 1945 and 1963.

On July 15, 1961, the Sejm (Polish parliament) passed an act on the development of the educational system. It introduced two years of compulsory agricultural or vocational training, officially secularized all the schools and raised the minimum age of graduation from 14 to 15, thus extending the education at primary schools from seven to eight year. Vast changes were introduced into teaching Mathematics, such contents as the elements of logic, set theory, probability theory, differential and integral calculus were brought into the curriculum. This reform was gradually implemented from 1962 to 1966.

In the 1970s there was an attempt to rise the minimum age of graduation and introduce so called 'ten-year-school' after which a two-year high school could be attended. The reform was badly prepared, chaotic, reduced the number of some lessons but extended the

contents of the curricula. Finally, the implementation of the 'ten-year-school' was cancelled.

The education in the People's Republic of Poland (Polish: Polska Rzeczpospolita Ludowa) in years of its existence 1952–1989 and in the Republic of Poland (which was the name of the Polish state from 1944 to 1952) on the one hand vastly improved the literacy of all students, on the other hand some sciences (especially history and economics) suffered due to the communist preference for propaganda over facts.

Education in the People's Republic of Poland provided primary schools, secondary schools, vocational education and universities. Education in communist Poland was compulsory from age 7 to 15.

### **Modern school system**

Transformation that started in Poland in 1989 was mainly political and in the subsequent years the educational policy was plainly liberal. While it is true that in November 1991 an Act of 7 September 1991 on education system was passed, but the actual educational reform was performed in 1999. The act that went into effect sanctioned the following:

- Formation and functioning of six-year-primary schools and three-year-lower secondary schools, instead of eight-year-primary school followed by 4 years of secondary school.
- Formation and functioning of mostly three-year (four in technical schools) upper secondary schools.
- Full-time compulsory education in primary schools and lower secondary schools.
- Part-time compulsory education in upper secondary schools.

The scope of the activities was to:

1. rise the level of education of the society through the popularisation of the secondary and higher education;
2. even the educational odds;
3. be conducive to the improvement of the quality of the education, implied as an integral process of upbringing and education.

The new educational system is fitted to the stages of child's development and leads to the separation of younger and older children. At primary schools, a special emphasis is put on the upbringing and scientific world outlook. At lower secondary schools the teachers lead

the students into the world of science, independence, help them to reach decisions regarding their future educational path and prepare the students to take an active part in the social life. The secondary education is characterized by being clearly divided into: general secondary schools that are to prepare students for further education at higher education institutions and vocational secondary schools.

The latter is divided into technical secondary schools finished with a matriculation examination enabling a higher education, but also with a vocational exam enabling an employment in a certain profession and basic vocational schools that are to prepare students to perform their jobs as hourly employees.

The reform placed an emphasis on the skills and not on the encyclopaedic knowledge not to be used during an everyday life. New curricula were designed to fit the graduates with the key competences necessary in an adult life.

Special education is an integral part of the Polish education system. This is reflected in the legislation, which is common to both mainstream and special education.

Children can be qualified for suitable forms of special education on the basis of the opinion issued after the psychological, pedagogical and medical examination, carried out by specialists from psychological and educational services centres or external experts. Most children with special educational needs are taught in separate schools or special classes in mainstream schools (1.69 % of all pupils in compulsory education). Integration is subject to the favourable recommendation given by the competent authority and/or the parents.

## **Counselling**

The beginnings of the counselling go back to the turn of the 19th to 20th century, when it covered three main areas of counselling:

1. vocational – came into being together with the industrial development, as the demand for workers of certain branches raised. In 1907 the first vocational counselling centre was opened. By the time the II World War outbreak there had been 50 counselling centres in Poland. It was financed by the local governments and voluntary organizations with no interest of the state;
2. selective – since 1918 when first forms of educating mentally handicapped children were created;
3. educative – ran by the voluntary organizations, mostly by the Children's' Friends Society (Towarzystwo Przyjaciół Dzieci) again with no interest of the state (it changed after the war).

In 1947 twenty one counselling centres were brought into existence within the school boards and in 1957 the counselling was officially incorporated into the educational system. By virtue of the regulation of the Ministry of Education of 1 August 1964 the three areas of counselling were integrated and educative-vocational counselling centres were created. In 1993 they were given their present name which is Psychological-pedagogic Counselling Centres (Poradnie psychologiczno-pedagogiczne).

Counselling in Poland falls under the jurisdiction of Ministry of National Education.

In accordance with their tasks set forth in the framework statute, Psychological-pedagogic Counselling Centres are responsible for rendering services in the following areas:

- vocational guidance,
- counselling for teenagers (including prevention of addiction),
- family counselling,
- help for handicapped children and teenagers,
- early diagnosis and rehabilitation,
- help for parents and teachers in connection with raising and educating their children.

A crucial task of the counselling centres is also to decide on the special education, individual teaching, early/delayed school acceptance or adjusting the educational requirements resulting from student's individual needs related to their specific difficulties in learning (e.g. dyslexia) etc.

Psychological-pedagogic Counselling Centres provide care and assistance to children and teenagers age 0-19. About 7% of the entire population within the statutory age group receives direct assistance of various kinds from counselling centres.

Teachers and schools themselves can also benefit from the work of methodical advisers. Their task, set forth by the legal acts, is to assist the teachers and the board of teachers in:

1. planning, organizing and assessing effects of the didactic process;
2. selecting and adapting or creating curricula and didactic materials;
3. developing methodical skills;
4. taking up innovative activities.

Other vital activity performed by the methodical advisers is connected with the teacher's job assessment.

The methodical adviser is obliged to know the needs of teachers as well as board of teachers. They perform their activities by: giving professional advices, public tutoring; organizing other forms of improvement aiding the didactic-educative work of the teachers.

## School climate

As far as the responsibility for the school climate<sup>7</sup> in Poland is concerned, it is granted to the headmasters. They are rewarded for the deserts and blamed for the improper climate. It is mostly due to the fact that their influence upon the climate is the most significant. The relations between the headmaster and the teachers translate into the relations between teachers and students.

The ideal solution is to form a common front, a consequent compliance with the school regulations and statutes as a domestic law. The climate is also influenced by the clarity and transparency of the regulations that should be accepted and approved by the school board as well as parents' and students' councils. The activities undertaken within the school ground can be performed thanks to these regulations. Above-mentioned apply mostly to the social and academic dimensions of the school climate.

As for the physical climate, understood as the appearance of the school building and its classrooms, school size and ratio of students to teachers in the classroom or the availability of resources etc., it is not easily changed. This is related to the financial standing of the municipality which is responsible for the funds transferred to schools for the renovations and modernizations.

The governing authority makes also decisions about the ratio of students to teachers in the classroom which results in the degree of teachers' working comfort. 20 students in the classroom is optimal for the proper climate and teaching quality – the teachers know all of their students perfectly, can manage them without a problem and determine the level of commitment of each and every student. In really numerous in students schools there is the risk of student's anonymity that can make impossible to properly react on their problems.

Also, in large buildings, there are certain risks. If the school building is equipped with the complete monitoring network, the problem of improper social relations between students can be limited. However, many schools do not have such a network, thus the students, who are not supervised, because the teachers being on duty are not able to notice every behaviour, can present a wrong attitude.

The most profound influence upon the school climate is attributed to the tutors. They are to act as peacemakers in every dispute between the class and other teachers, also the

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<sup>7</sup> School climate can be divided into three dimensions: **social** (quality of interpersonal relationships between and among students, teachers, and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree to which students, teachers, and staff contribute to decision-making at the school), **academic** (quality of instruction; teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents), and **physical**.

parents' influence on the school life depends on them. The ideal tutor is a person who enjoys respect, is capable of stimulating the parents, puts the students' well-being first and obeys the social rules.

A good practice is to create an adaptation program for the freshmen. It can even last a whole school year. A fine example is a program developed in Poland by one of the secondary schools in Silesia, called 'Start'. The students, at the beginning of the school year, pursue a three-day-program consisting of adaptive classes with the tutor and school pedagogue or psychologist, a bonding trip and a thorough recognition of the school building.

Other stage of the program involves the interclass competition, e.g. a sport contest adjusted to the students' capabilities. Next, there is a Students' Culture Week, having a different theme each year. The freshmen are engaged in role-playing, take part in contests such as 'School's Got Talent', soirées and other activities. The adaptation year culminates in a School Prophylactics Rally, which idea is not only to get to know the city but also to deepen the knowledge of a broadly defined prophylactics. The class that gains the most points during the year is rewarded e.g. with cinema tickets or a fully funded one-day-trip.

In order to have a good school climate it is vital to engage all the interested parties also clear requirements and regulations have to be in place – these are the foundations of a democratic school.

## **Education system in numbers**

The education system in Poland is centrally managed by the Ministry of National Education and the Ministry of Science and Higher Education. As mentioned above, full-time compulsory education (to be received at school) covers children and young people aged 6-16 years, whereas part-time compulsory education (to be received at school or non-school settings) concerns young people aged 16-18 years.

Compulsory education includes the final year of pre-primary education, 6-year primary education and 3-year lower secondary education. Nursery schools (przedszkole), primary schools (szkoła podstawowa) and lower secondary schools (gimnazjum) are administered by commune (gmina) authorities. Upper secondary schools, which are not compulsory, are attended by the vast majority of the population in the age group 16-19/20 years and are administered by district (powiat) authorities.

Autonomous higher education institutions offer mainly first- (studia licencjackie – Bachelor's Degree), second- (studia magisterskie – Master of Arts/Science) and third-cycle programmes (studia doktoranckie – PhD programmes). Long-cycle Master's degree programmes are available only in a few fields of study e.g. medicine. Adult education is

provided by continuing education centres, practical training centres and further and in-service training centres.

In December 2010, the number of young people under 29 years of age was 14 317 080 and accounted for 37.5 % of the population. The language of instruction is Polish.

In 2009/10 almost all pupils attended public-sector schools (98 %). Most of the funds on education come from the state budget. In line with the Education System Act of 1991, schools can be of two types: public (state) schools, which offer free education within the framework of the core curricula, and non-public schools. The latter can be civic (social), church or private schools. All these schools may have their own curricula. They are financed by fees received from parents. Funds can also come from private enterprises and foundations.

As of 5th May 2006 there are two separate ministries in Poland: Ministry of National Education and Ministry of Science and Higher Education. The Ministry of National Education is responsible for nearly the whole system of education, with the exception of higher education which is under the supervision of the Minister of Science and Higher Education.

Vocational schools, which in the past were run by other ministries, are now the responsibility of the Ministry of National Education. At present only a few schools: artistic – only with respect to artistic subjects, as well as correctional institutions are under the supervision of the Ministry of Culture and the Ministry of Justice, respectively.

The reform of the State administration system and the education reform assume that only the national educational policy will be developed and carried out centrally, while the administration of education and the running of schools, pre-school institutions and other educational establishments are decentralized. The responsibility for the administration of public kindergartens, primary schools and lower secondary schools has been delegated to local authorities (communes). It has become the statutory responsibility of powiaty (districts) to administer upper secondary schools, artistic and special schools. The provinces (voivodships) have the coordinating function, supervising the implementation of the policy of the Ministry and being responsible for pedagogical supervision.

The inspection of teaching standards at schools comes directly under the Ministry of Education and is represented by a regional administrative body (kuratorium).

The advisory body for the higher education policy in Poland is General Council of Higher Education (Rada Główna Szkolnictwa Wyższego).

## **Pre school**

The pre-school institutions are regarded as the first level of the school system. It concerns children from 3 years of age. For children aged 3-4 pre-primary education is voluntary and is subject to parental decision.

Before 2011/12 six-year-old children were obliged to complete a year of preparation for primary education. Since September 2011, in relation to the lowering of school starting age, all five year olds are obliged to complete a year of preparation for primary education in kindergartens or other pre-school institutions.

Both private and public schools can be fee-paying, however in the latter case the conditions specified in the legislation apply. Local authorities are responsible for the provision of free of charge classes in public schools in the framework of core curriculum (up to 5 hours a day). Any classes exceeding the 5-hour daily limit and all extracurricular activities are paid for by the parents.

In 2009/10 there were 17 444 pre-school institutions (both kindergartens and pre-school classes attached to primary schools), attended by approximately 983 600 children. The overall participation rate was 67.3 % for children aged 3-6 (in cities: 81.5 %, in the countryside 48.2 %).

All pupils attend public schools free of charge. The only admission criterion is the age limit. Parents are obliged to register their children in the school or in kindergartens nearest to their home.

The admission criterion for gimnazjum is the certificate of primary school completion (to obtain this certificate a pupil needs to sit an external test at the end of primary school).

In 2009/10 there were 13 968 primary schools and 7 224 lower secondary schools, attended by approximately 2 234 900 and 1 322 100 pupils respectively.

The school year is divided into, at least, two semesters. It comprises minimum 178 days (max. 38 weeks) between September and June. The compulsory subjects are in general spread over five days a week.

In 2009/10, the ratio of pupils to teachers in primary education was 13:1 and in lower secondary education – 17:1. The legislation does not define the standards for the number of students in a class except for the grades 1-3 of primary school where it is recommended that the number of students in a class does not exceed 26. The main criterion for class composition is age.

Only one teacher is responsible for all subjects at the first stage of instruction, with the exception of foreign language teaching (specialist teachers). From the fourth year on, each subject is taught by a specialist teacher.

Core curricula for compulsory teaching, created at the central level by groups of experts appointed by the Ministry of Education, are the same for all pupils. For the first stage of primary school the curricula for integrated teaching apply, for the second stage of primary school and gimnazjum there are curricula for separate subjects.

The schools (teachers) can choose the textbooks from a list approved by the Ministry of Education. They are free to decide the teaching and assessment methods, introduce innovative teaching methods and choose curricula which are approved by the school head. They can also develop their own curricula – based on core curricula – and submit them to their school head for approval.

### **Assessment of the knowledge and skills**

The assessment of the knowledge and skills of pupils throughout the school year is not standardised in Poland and remains totally at the discretion of teachers<sup>8</sup>. Assessments are made on the basis of regular written and oral tests. The results obtained at the end of each semester must be approved by the board of teachers of each school.

Pupils who obtain unsatisfactory results are required to repeat a year if the teachers' council decides so.

The external evaluation system in compulsory education consists of the following external standardised tests and examinations:

At the end of the 6-year primary school (age 13) – general, obligatory test with no selection function; the entry for the test enables pupils to start education in the gimnazjum.

At the end of the 3-year lower secondary school, gimnazjum (age 16) – general, obligatory examination, the results of which are indicated on the gimnazjum leaving certificate. This examination checks abilities, skills and knowledge in the field of humanities and science (and a foreign language as of 2008/09). It was conducted for the first time in 2002.

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<sup>8</sup> Annual (semestral) classifying grades, starting with the fourth year are: niedostateczny (unsatis-

All external tests and examinations are organised by agencies – 8 Regional Examination Boards supported and supervised by the Central Examination Board.

## **Secondary, post-secondary and post-compulsory education**

Compulsory part-time education in the school or out-of-school forms lasts from 16 until 18 years of age (in line with the Constitution of the Republic of Poland).

In 2009/10 there were 2 446 general upper secondary schools with approximately 658 100 pupils, 2 932 technical and specialised upper secondary schools with around 614 900 pupils and 1 411 basic vocational schools with 220 700 pupils. In the same school year there were 3 210 post-secondary schools attended by approximately 284 800 students.

The number of points indicated on the gimnazjum leaving certificate (based on the results achieved in specific subjects and other achievements) including the points received at the gimnazjum examination decides about the pupils' admission to an upper secondary school.

The detailed admission rules are defined by each post-gimnazjum school which opens admissions to new pupils.

Assessment at this level of education is similar to the arrangements in compulsory education. A pupil is promoted to a higher grade if he/she has received "acceptable" marks or above for all compulsory subjects at the end of the school year. In the case of two "unsatisfactory" marks the pupil can take an exam in these subjects. A pupil who is not promoted and has not passed the exam has to repeat the same grade. There is also a possibility of a conditional promotion only once during the educational cycle upon the consent of the board of teachers.

At the end of the course, all schools (except for the basic vocational schools – *zasadnicze szkoły zawodowe*) organize final/matriculation examinations (*egzamin maturalny*). The general secondary school (*liceum ogólnokształcące*), the lyceum profilowane, the supplementary secondary school (*liceum uzupełniające*) and the technical secondary school (*technikum*) may issue a certificate for those who sat for and successfully completed the final examination, which is required for admission to higher education (*świadectwo maturalne*).

In basic vocational schools, technical upper-secondary schools and post-secondary schools a vocational examination, called *egzamin zawodowy* is organized. It consists of two parts: written, which examines the knowledge and abilities connected with a specific job and running a business activity, and a practical one, which examines the skills necessary to perform the job.

## Higher education

The following types of state higher education institutions can be found: university (uniwersytet), technical university (uniwersytet techniczny), university with another adjective e.g. University of Economics (uniwersytet uzupełniony innym przymiotnikiem, np. Uniwersytet Ekonomiczny), polytechnic (politechnika), academy (academia). All the following types of HEIs may have the status of university or non-university institutions depending on whether at least one of their organisational units has the right to confer PhD degree.

The following types of study are distinguished by the Act of 27 July 2005 Law on Higher Education: full-time and part-time studies. The full-time studies are defined as the basic type of studies, unless the school's statutes decide otherwise. Full-time studies at state Higher Education Institutions (HEIs) are free of charge, with the exception of repeating classes required in the case of courses failed by a student.

In the academic year 2009/10, there were 461 HEIs in Poland (both public and non-public) and 1 900 000 higher education students.

## Occupational requirements for teachers

Teachers must have a higher education qualification. The type of training required depends on the stage of education:

Primary education stage: the teacher is required to graduate from the first or second cycle studies (they last 3 or 5 years, teachers are awarded the titles of licencjat or magister) – ISCED 5A (B.A. or M.A.), or from teacher training colleges (they last 3 years and finish with a diploma) – ISCED 5B.

Lower secondary education stage: a degree of licencjat or magister is required (ISCED 5A Bachelor or Master).

Upper secondary education stage: a magister degree is required (ISCED 5A Master only).

The completion of a professional training is also required at all the levels of education. The concurrent model prevails, though the consecutive model is also available for all 3 levels of primary and secondary education.

The amended Teachers' Charter, adopted on the 18th of February 2000, has introduced four categories in the teaching career: trainee teacher; contract teacher; appointed teacher and chartered teacher. Chartered teachers with an outstanding record may also be awarded the title of honorary school education professor. Trainee and contract teachers have the status of contractual employees (on the basis of the Teachers' Charter); appointed

and chartered teachers enjoy the status of career civil servants (also on the basis of the Teachers' Charter).

In the school year 2009/10 there were approximately 494 900 full-time teachers in Poland, of whom around 22 600 were trainee teachers (4.6 %), 95 800 contract teachers (19.3 %), 153 000 appointed teachers (30.9 %) and 214 900 chartered teachers (43.4 %).

Efforts are made at schools to raise the level of competence of the board of teachers. They are divided into external – organized by teachers' training centers in a form of workshops, trainings and conferences and internal mostly in a form of mutual help as public tutoring, supervision under the trainee teachers and trainings.

# ***School system in Hungary***

## **I. Structure**

The structure of educational institutions,

The first institutions in Hungary, where teaching begins while raising a child are nurseries. This institution works as a part of basic care services. Going to the nursery is not mandatory. For children of parents who require child care day care for children from 20 month to 3 years of age is organized. Every child can be admitted, the child whose parents are not able to provide for the day care, or for those when it is necessary for social reasons. A child who reaches the third year of age can stay in the nursery until the end of the school year. Nurseries may also provide habitation and rehabilitation treatment of disabled children up to 6 years of age. Admission of children during the school year is smooth, opening hours are adapted to the working hours of parents. Parents also provide assistance in the area of consulting services and education of children.

Nurseries ensure the education of 3-6 year old children in full-day or half-day care. Raising children in this type of institution may start from the third year of age. From five years old it is mandatory, but from 2014 kindergarten will be compulsory from 3 years. If the child has not reached the desired level of development of school aged six, eighth year is the latest to become a school pupil.

Compulsory education lasts until the end of the school year in which the child reaches the age of eighteen. The upper limit of compulsory school attendance from 2013 will be reduced on the 16th year of age.

Elementary education takes place in the eight-year elementary schools that provide general education foundation. Students at the end of elementary school can continue education at secondary educational institutions, which can be high school, vocational high school or vocational school. Students in Hungary have the opportunity to study for six or eight years at the school, in this case, students in elementary school to four, or six years. The average number of students per class in Hungary is 19.8 persons.

Most popular institutions of secondary education is high school. In this type of education institutions generally lasts four years, but there are also 6 or 8 years of high school. The aim is to obtain a high school general education, preparation for graduation and assessment of suitability to progress to higher education institutions. Vocational high schools provide students with general education and from 9 classes to 12 initial vocational training classes, in addition to preparing for graduation. After 12th grade students can continue their studies in vocational training.

Vocational schools, special vocational schools provide training from 11 to 12 year. Vocational schools organize additional training for those who are interested in vocational education without basic education. Additional lessons are usually held in the form of a two-year education. Vocational school do not prepare students for GCSE who do not satisfy the conditions of application for university studies. The aim of this kind of education is to prepare students to work and acquire practical knowledge.

System of higher education consists of universities and colleges, which operate on the basis of state funding, or non-state funding. They offer bachelor's, master's and doctoral studies, in addition to organizing more training courses. In a split training introduced in 2006, Bachelor's (BA / BSc) 6-8 semesters of education followed by 2-4 semester master's degree. In certain areas, for example, in medical and legal fields of education remains undivided. Teaching and adult education can take place in both the school system and also outside the school system.

On the basis of the latest statistical data for the school year 2010/2011 school and general education and in daily teaching was attended by 1 673 million children and students. In primary schools and secondary school facilities for adults enrolled a total of 86,000 people. In high schools were registered 361,000 students, of whom 241,000 were enrolled at full-time.

### **Kindergarten**

In the school year, 338,000 children attended kindergarten. Compared with the previous year, the number of children grew by approx.10 thousand. In special auxiliary and integrated schools studied about. 5,500 preschool children. In the school year the number of teachers in nursery schools is more than 30,000, an increase of 350 persons more than in the previous year.

### **Elementary school:**

In the school year for full-time study enrolled a total of 757,000 pupils. Compared with the previous year by 2% less, which has demographic reasons. According to the medical curriculum of special education, the number of students requiring special or special integrated teaching approaches was 52,000. Number of adult learners was 2,000. Number of primary school teachers was 74,000, which is 1% less than in the previous year. Number of pupils per teacher was 10.3.

### **Higher Education:**

The full-time, student numbers 240,000, the highest number of students at secondary vocational schools. In second place are the number of high school students 199,000.

Number of students in vocational schools number 139000 is the smallest. 41.6% of students studying at vocational schools, 34.4% in secondary schools and 24.1% is devoted to the study of apprenticeship. Compared to previous years the number of students on vocational courses has increased, the other two types of secondary schools has declined. Secondary education focuses on 84,000 adults, which is about 8,000 more than in the previous year.

### **Higher education:**

In the school year in Hungary there is a total of 69 higher education institutions with 361,000 applicants. The number of students is highest in full-time education, where there are 241,000 students. In addition, 120,000 people enrolled in the evening, correspondence and distance learning. Reducing the number of students since 2006 is smooth. In the school year of 9000 fewer people enrolled in those institutions than in the previous year, which is 2.4% the loss. Number of students in the evening and correspondence courses minimizes. Since 2007/2008 the number of students with subsidized unions fell slightly. In 2007/2008 professional university education gained 20,000 listeners, or 6% of all active listeners. 224,000 students were enrolled bachelor's degrees, 32,000 master's degree and 30,000 undivided study. The university undergraduate studies continued to 13,000 students in bachelor's degree programs, university type 19,000 listeners. Specific superstructure included 16 thousands of students, PhD or DLA 7000 study participants.

The number of public educational institutions in different types of institutions

The table above shows that - despite a decline in the number of children - in 2007/2008 was in Hungary, most nurseries, a total of 4358 institutions. In the same school year registered 3306 primary schools. In recent years, several institutions have been merged, so the lower number of primary schools when compared to previous years. Number of vocational secondary schools was 939, 876 secondary schools, vocational schools and special schools 651, 151. Number of higher education institutions was 69, where the teaching was carried out on 184 faculties (Yearbook of Education, 2010).

### **History of the development of the education system**

The first historically verified date of Hungary's education and learning year 996 At that time already worked monastic school at Mount St. Maarten, later Pannonhalma. Here he studied the Holy Mór, who in his work on St. Benedict speaks of himself as a schoolboy "puer scholasticusnak". In addition to monastic schools were already cathedral school where the students have been raised by monks, and secular priest. The system of schools intensified in XIV. century. On the basis of the law of Saint Stephen (1003) every ten villages had a school, in addition to the founding of the parish school.

During the Renaissance and humanism in monastic schools were trained mainly monks. Nobility in the Knights' education was taught everything they needed in their adulthood. Latin as the official language, was at the forefront. In this period begun the development of the cathedral and parish schools. The first Hungarian university was formed in Pécs in 1367, when Louis the Great, had three faculties, humanities, law and medical. In the second half XV. century emerged in Western Europe and in Hungary, a new type of education was seen: Humanities High School, which belonged to the Church school system.

Reformation introduced a new type of school and the curriculum: reformed College and the Evangelical Lyceum of the three-tier education system (primary, secondary and higher level) . In the period of the Reformation and Counter-Reformation, Catholics, as well as the Protestants had their own schools, where they taught theology in accordance with the teaching of their own Church - a medieval innovation compared to urban and parochial schools, where the teaching of religion did not work in terms of today's teaching.

Crucial point in history - Hungarian universities were founded: University in Nagyszombat who ran the Jesuits. University founded in 1635 by a Jesuit monk Pázmány Péter archbishop of Esztergom (Esztergom). Later, for historical reasons, the university was moved into the town of Pest, where the successor institution, under the name Eötvös Loránd Tudományegyetem works to these days.

Habsburg empress Maria Theresa in 1760 launched modernized education and school system. In 1769, the Hungarian education subordinated royal supervision. It was she who in 1777 published the first paper on the management of the Hungarian public education Ratio Educationis written in Latin, which the whole school system conformed state and adjust it. At a basic level, there was a popular school with one, two or three teachers. In the middle, there were two types of schools: grammar school and the Academy as a continuation high school. According Ratio Educationis had to establish districts in which they had to establish the headquarters of the Academy. The rural and urban schools had to take care of the population. Schools, academies and universities work of the Foundation.

Ratio Educationis in the spoke of a new type of standard school-school. Norma-educational schools were schools that prepared centrally by the curriculum raised teacher in popular schools. Ratio Educationis also included curriculum and methodology outlined above and the school system. First of all favored the interests of the nobility, the training of middle class addressed.

Education in Transylvania (relatively independent region within Hungary) adjusted standard regia issued in 1781 by King II. Joseph, who according to function corresponds Ratio Educationis. She tried to change the system of denominational schools in a single

school system governance. The most important set out to gain knowledge of the Latin language, but also included teaching Hungarian and German.

I. František Josef in 1806 release II. Ratio Educationis modernized Hungarian educational system, which was mandatory only for Catholics and emphasized the religious and ethnic

tolerance. In 1828, at the age of reform, Brunszvik Teréz opened the first kindergarten in the monarchy. It was not a school in the modern sense, but rather a school for young children, where they were taught children aged 2-6 years. In this period there was established the first independent Catholic teaching institutions in Eger, in 1844 founded the Pesti School "Ipartanoda" to ensure secondary education and where he taught industrial trade and agriculture.

In 1868 Eötvös József compiled the first Hungarian Education Act. Since that time Hungary was compulsory school attendance. The poorest families pay tuition. People were created six-class elementary school and as a further step Higher People's school. Zákon great care has also teacher training.

In 1891 the first law on kindergartens, which included kindergarten to the Hungarian education system. The aim of the physical, mental and moral development of the child and the parents relief work.

Regulation Modern elementary education began later: curriculum osmitřídové primary schools was drawn up in 1946. In 1949, the completion of compulsory religious education, then in 1950 the Communists who came to power, set out new objectives of teaching in basic education: they wanted to raise obedient citizens. Between 1956 - 1958 introduced central curriculum, textbooks and uniformizované methods.

Today's high school system began in 1993. The former high school law recognized two types of schools: grammar school and real school. The task of these schools was to obtain general education and preparation for university studies. Osmitřídové high school was a humanistic focus, ensure classical Latin - Greek education. In real schools specialized in the teaching of modern languages and science. High School Graduation Exam to allow study in university, graduated in real schools only allow the study to real universities. The operator of the state secondary schools, church, local authorities, communities, associations, or private person. After the First World War, there was the need to modernize the curriculum, and the need for its praktizování teaching foreign languages. That was the reason in 1924. foundation grammar school. In 1934 he founded a girls' lyceum and college girls. In 1934, abolished the real school and grammar school in order to set up a unified osmitřídovou Hungarian secondary school. In 1946, after the introduction of osmitřídové elementary

school, high school had only four classes. Since the end of 1980 high school experiment again had six to eight classes.

Development in vocational education are three important dates: in 1862 was based Učňová three-year school. In 1949 he began teaching apprentices and in 1961 began professional training of skilled workers. In this period were based vocational high schools today type.<sup>3</sup>

## **School psychological services, counselling**

### *history of development of school psychological services and educational guidance*

History of the school psychological services in Hungary until recent times is connected and inseparable from the development of educational guidance. On the basis of the first popular education law (1868) physically and mentally retarded shall be freed and the mentally ill should be excluded from the educational process (Gordosné, 2004). Solving the school and underperforming students in Europe to date is not uniform. There was only one solution strategy to help educational and training work, the introduction of educational services. Its history began by establishing the first laboratory of Child Psychology (Psychophysikai Laboratory) in Hungary in 1899, whose main task was to advice on choosing a career, talent selection and development of psychological investigation procedures. (Horanyi-Hoffmann-Kósáné, 1991). In XX. especially state institutions engaged in child psychology, pedagogy and education. Their further development was prevented by the communist takeover in mid-century.

At the beginning of the 60th, in the district of Budapest worked educational consultancy, whose activity is regulated since 1967. In addition to recommendations the team work also focuses on determination of the limits of diagnosis. Especially with decisions about graduation. (Horanyi-Hoffmann-Kósáné) in 1972, at the ministerial level recommended the county and municipal government run training advice. Dealing with children aged 3-18 years in the application of complex methods. Since 1987, educational counselling has worked as an institute for the protection of children, but as an educational institution and educational counselling, so that their task was to help educational institutions, job training and educational. The first evaluation of the needs of school psychological services was in 1968 when 120 school directors were surveyed. 94% of them asked for school psychological services, 65% of those surveyed replied that children behavioural risks are the task of the psychologist.

At the beginning of 1980 for the first time psychologists worked in Hungarian schools directly. Their work is since coordinated by Iskolapszichológiai Módszertani BAZIS (School of Psychological methodological base) founded the University Eötvös Loránd Tudományegyetem. The foundations of school psychology in Hungary is officially

considered in the year 1985, since 1989 there is a postgradual study for teaching mental health professionals.

## **Experts responsible for the climate in the school**

School psychologists work with dedicated students (individually and in class group), with teachers, but they are also trying to establish cooperation with parents. During the execution of their profession they also get in contact with other partner institutions (eg, educational counselling, vocational counselling, child psychology department, etc.)

The most important task in institutions are as follows:

Following students at the registration for education and the study of the educational effects, filtering , orientation, compensation, consultation in connection with the solution of educational problems and career choices. The school psychologist also performs preventive work, because its one of the most important task is the psychological filtration. During the diagnostic test the psychologist is able to identify the circle of vulnerable or potentially vulnerable children, mental disorders, children who have difficulty in incorporating in the collective, or children with problems of performance, but also children who require a different approach (among them, as well as gifted children) .

summary of the main activities of the school psychologist with children:

- monitoring of examination for mapping various problems;
- help in the study (e.g., developmental pedagogy, teaching-learning strategies, etc.);
- help to build relationships in a team (in the class the teacher-student relationship , etc.);
- assistance in choosing a career,
- mental health clinic, eventually crisis situations;
- work with individuals requiring individual access such support;
- transfer of knowledge, teaching;
- organization of preventive programs and evaluating the effectiveness of those activities.

Functioning relationship with teachers can be at different levels and in different forms: with the heads of schools (Director, Deputy Director, etc.), educators (faculty) or as a

teacher in a personal consultation. The work is more effective if the psychologist works closely with teachers, and if - during the consultation - requires constant feedback.

School psychologists have a big role in creating, developing the psychological culture in schools, so they have to organize psychological trainings, lectures, and promote new methods of psychological work or recommend reading.

Cooperation with parents affects mainly the parent/teacher class meetings, but can also work through the school parents' associations. Most experts will ensure the opportunity for parents personal consultations, setting admission hours / days.

### **Student Advisor**

University Eötvös Loránd Tudományegyetem introduced a study, whose aim is to train such experts who are able to give information and mental hygiene professional assistance in any area of education.

In the trainings psychologists and other education professionals can participate. Based on the expertise the diplomas may vary. Chartered Psychologists will receive the title "chartered psychologist student adviser", other certificated college students acquire skills "graduate student adviser" (Olah, 2006, the EC Bagdat, 1999).

### **School climate and atmosphere in Hungarian schools**

In Hungary in education also increases the importance of evaluating schools and ensuring the quality of teaching and increasing accountability and intervention service to parents and school activities. It is seen in the creation of educational programs and development plans. Relationships of children to school are multi-factorial systems for which it is not possible only to define indicators of continued study. Important is also in what atmosphere and with what tools the school reaches its results in addition to the curriculum. In addition, the school is not only working for children, but also for teachers and other school employees as the environment where the many elements of the system can create complex interactions (Szabó-Lorincz, 1998).

According to the U.S. National School Climate Council school climate is influenced by the following factors : reassurance, relationships, teaching-learning and outdoor environments. Each area contains sub-areas. According to the National Climate Centre school climate affects the quality and character of school life. The basis of academic atmosphere, the experience of students, parents, students and school staff. It consists of standards, goals, values, interpersonal relationships, teaching and learning methods and organic structures.

Domestic professional literature approaches the issue of school climate and describes it in terms of organizational climate. The word climate is metaphorical concept taken from

meteorology to allow diverse interpretations. The concept of school climate first appeared in Hungary in 1991. According to research from the 1996 school climate indicators (self-confidence, teacher-student relationship, relationships among students, school experiences) is associated with physical and mental health (Meleg és Aszmann, 1996). The quality of school life affects many factors of which their causal direction can not be determined. Usually we consider it to be the most decisive indicator of the overall layout (Szabó-Lorincz, 1998).

Relationships of school and students to a large extent influences the performance of the school (Zech, 1984). For teachers this includes not only pedagogical principles, but also the atmosphere in the class and their job satisfaction. Disposition of students and teachers to interact with each other at the same time affects the relationship of the children to the school. (Szabó-Lorincz, 1998)

From the longitudinal research Aszmann (1996), we know that over time in the classroom the enjoyment of the shared time decreases. The general layout is better where students consider the teacher to be fair. More recently the results of environmental psychology can help in the creation of appropriate school environment.

In addition to students and teachers experts help in creating a positive school atmosphere in Hungary. They see the important roles played by parents and any school employee in how to create and keep a supportive, safe and positive environment. In making disposition they actively participate in addition to the aforementioned network of school psychologists and student counsellors also with mental health professionals, social workers and youth protection workers, janitors, gardeners doing their chores and personnel.

Environment in schools is largely affected by every person in the school, by activities of the director and, often global decision. In terms of class there is the class teacher who plays a key role, who through their work creates a class structure. His personality affects the personality of students and the application of appropriate tools (e.g. sociometric) can help him explore and interpret the relationships and influence the interactions.

Besides teaching hours very important are activities outside of teaching hours, extracurricular activities, clubs, training, events and trips. Schools often organize their own, local, or regional events. Races, sporting events, talent competitions and other liven up the daily life of students.

## ***Conclusions drawn from the descriptions***

This chapter summarizes the descriptions provided by the project teams in previous four chapters.

As can be seen from the descriptions, the development of the educational systems has taken very similar paths, which is understandable, as the Visegrad countries share a common geographical position, and even a common historical background.

The development of psychological counselling, even if it did not follow the exactly same route in all V4 states, is at present aware that the school class atmosphere is one of the main factors influencing the performance of the school students and its role is even increasing under the gradual extensions of school curricula.

Unless when measuring steel or wood parts in constructions, results of the psycho-metrical measurements are always highly susceptible to one key factor, which is the motivation of the human subject to be measured. This is the main reason, why it is essential to discuss the class atmosphere assessment primarily with the measured subject – the class, and to focus on motivating the class to co-operate in the measurement, mainly by offering a share in the results monitoring, sometimes even in intervention design, always in its implementation.

Within the project we have used our best practices to produce evidence that in similar school systems, similar school atmospheres will develop, with the common need to address issues that influence the atmospheres in order to improve overall school performances.

# **Class atmosphere diagnostics**

## **Class atmosphere diagnostics usage**

Our project should have given us answers to a few simple questions:

- Can the psychometric instrument for schools developed for the Czech schools and their feedback be used within the other three Visegrad countries?
- Are the results received within the project from schools comparable?
- Can the schools in the V4 countries benefit from using an instrument which is simple to administer and gives a vast amount of results that can be used as an effective feedback to assessment of the school curriculum and processes?

The project has helped us to answer all questions in positive answers.

However, as long we have found similarities in student reactions, we have also found differences. These have to be investigated.

At the same time, we have to provide a solid baseline for all measurements, that means the instrument needs to gather more baseline data from schools in different age groups so that we have a sound basis for the final evaluation.

The schools are now able to use the instrument that has been developed in co-operation with our U.K. Partners – Redburn Information Solutions. The new version is a key breakthrough in presenting the results to school representatives. It can be found at [www.brightlighton.net](http://www.brightlighton.net).

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# ANNEXES

## Annex 1

Words used within the diagnostics

<i>EN</i>	<i>CZ</i>	<i>H</i>	<i>PL</i>	<i>SK</i>
Board of governors	Školská rada	Igazgatóság	Rada Pedagogiczna	Školská rada
Boys	Kluci	Fiúk	Chłopcy	Chlapci
Brothers / sisters	Sourozenci	Testvérek	Rodzeństwo	Súrodenci
Career advisor	Výchovný poradce	Pályaválasztási tanácsadó	Doradca zawodowy/Doradczyni zawodowa	Výchovný poradca
Certificate	Vysvědčení	Bizonyítvány	Świadectwo	Vysvedčenie
Classes	Vyučování	Tanórak	Zmiana	Vyučovanie
Classmates	Spolužáci	Osztálytársak	Szatnie	Spolužiaci
Classroom assistant	Asistent učitele	A hetes	Zajęcia	Asistent učiteľa
Commercial companies	Soukromý sektor	Vállalatok	Koledzy / Koleżanki z klasy	Súkromný sektor
Computers	Počítače	Számítógépek	Nauczyciel wspomagający	Počítače
Corridors	Chody	Folyosók	Przedsiębiorstwa	Chodby
Dad	Táta	Apa	Komputery	Otec
Dining Hall	Jídelna	Ebédő	Korytarze	Jedáleň
Education	Vzdělání	Oktatás	Tata	Vzdelávanie
English	Čeština	Magyar	Jadalnia	Slovenčina
Entrance exams	Přijímací zkoušky	Felvételi vizsgák	Kształcenie	Prijímacie skúšky
Examination rules	Klasifikační řád	Vizsgasza=bályzat	Polski	Klasifikačný poriadok
Exams	Písemky	Dolgozat	Egzaminy wstępne	Písomky
Foreign language	Cizí jazyk	Idegen nyelvek	Szkolny system oceniania	Cudzí jazyk
Form teacher	Třídní učitel	Osztályfőnök	Egzaminy	Triedny učiteľ
Geography	Zeměpis	Földrajz	Język obcy	Zemepis
Girls	Holky	Lányok	Wychowawca /	Dievčatá

			Wychowawczyni	
Group work	Skupinové vyučování	Csoportmunka	Pteć	Skupinové vyučovanie
Gym	Tělocvična	Tornaterem	Geografia	Telocvična
Head of Year	Pedagogická rada	Osztályozó értekezlet	Dziewczynki	Pedagogická rada
Headmaster	Ředitel	Igazgató	Praca grupowa	Riaditel'
History	Dějepis	Történelem	Sala gimnastyczna	Dejepis
Holiday	Prázdniny	Szünidő	Konferencja klasyfikacyjna	Prázdniny
Homework	Domáci úkoly	Házi feladat	Dyrektor	Domáce úlohy
Change	Změna	Változás	Historia	Zmena
Changing rooms	Šatny	Öltöző	Święto	Šatne
I am aggressive	Jsem agresivní	Agresszív vagyok	Zadanie domowe	Som agresívny
I am ashamed	Stydím se	Szégyellem magam	Jestem agresywny	Hanbím sa
I am learning	Učím se	Tanítanak	Wstydzę się	Učím sa
I am learning at school	Vzdělávám se	Tanulok	Kształcę się w szkole	Vzdelávam sa
I am punished	Jsem trestán/a	Megbüntetnek	Uczę się	Som trestaný/á
I can	Umím	Tudok	Jestem karany	Viem
I can see	Vidím	Nem tudok	Mogę	Vidím
I can't	Neumím	Törődöm magammal	Nie mogę	Neviem
I care about myself	Hladím se	Számolok	Troszczę się o siebie	Hladím sa
I count	Počítám	Alkotok	Oszukuję	Počítam
I create	Tvořím	Nem akarok	Liczę	Tvorím
I don't want to	Nechci	Rajzolok	Tworzę	Nechcem
I draw	Kreslím	Alkoholt iszom	Nie chcę	Kreslím
I drink alcohol	Piju alkohol	Érzek	Rysuję	Pijem alkohol
I feel	Cítím	Szerencse=játékozom	Piję alkohol	Cítim
I gamble	Hraju automaty	Hallok	Czuję	Hrám automaty
I hear	Slyším	Csalok	Uprawiam hazard	Počujem
I cheat	Podvádím	Csókolok	Słyszę	Podvádzam
I kiss	Líbám se	Talán	Całuję	Bozkávam sa

I may	Smím	Tilos	Wolno mi	Môžem
I must not	Nesmím	Játszom	Nie wolno mi	Nemôžem
I play	Hraju si	Sportolok	Gram	Hrám sa
I play sports	Sportuji	Olvasok	Uprawiam sporty	Športujem
I read	Čtu	Látok	Czytam	Čítam
I smoke cigarettes	Kouřím cigarety	Dohányzom	Widzę	Fajčím cigarety
I speak	Mluvím	Beszélek	Palę papierosy	Hovorím
I steal	Kradu	Lopok	Mówię	Kradnem
I take drugs	Beru drogy	Drogozom	Kradnę	Beriem drogy
I tell lies	Lžu	Hazudok	Biorę narkotyki	Klamem
I think	Myslím	Gondolok	Kłamię	Myslím
I want	Chci	Akarok	Myślę	Chcem
I work	Pracuji	Dolgozom	Chcę	Pracujem
Individual work	Samostatná práce	Önálló munka	Pracuję	Samostatná práca
Information	Informace	Információ	Praca indywidualna	Informácie
Interactive whiteboard	Interaktivní tabule	Interaktív tábla	Informacja	Interaktívna tabuľa
Internet	Internet	Internet	Tablica multimedialna	Internet
Jobcentre	Úřad práce	Munkaközvetítő	Internet	Úrad práce
Learning	Učení	Tanulás	Centrum karier/doradztwa zawodowego	Učenje
Learning in library	Učení v knihovně	Könyvtárban tanulni	Nauka	Učenje v knižnici
Lesson	Vyučovací hodina	Lecke	Uczenie się w bibliotece	Vyučovacia hodina
Marks	Známky	Osztályzatok	Lekcja	Známky
Mathematics	Matematika	Matematika	Oceny	Matematika
Medicine	Léky	Gyógyszer	Matematyka	Lieky
Money	Peníze	Pénz	Lekarstwo	Peniaze
Mum	Máma	Anya	Pieniądze	Mama
My body	Moje tělo	A testem	Mama	Moje telo
My close friends	Parta	Közeli barátaim	Moje ciało	Partia
My defense	Moje obrana	Mentségem	Kumple/Kumpelki	Moja obrana

My family	Moje rodina	A családom	Moja obrona	Moja rodina
My fault	Moje vina	Az én hibám	Moja rodzina	Moja vina
My fear	Můj strach	A félelmem	Moja wina	Môj strach
My inner self	Moje psychika	A tudatom	Mój strach	Moja psychika
My pain	Moje bolest	A fájdalom	Moja psychika	Moja boleść
Myself	Já	Önmagam	Mój ból	Ja
Nature	Příroda	Természet	Ja	Príroda
Northern Ireland	Česká republika	Magyarország	Natura	Slovensko
Oral exam	Ústní zkoušení	Felelet	Polska	Ústne skúšanie
Our classroom	Naše třída	Az osztálytermünk	Egzamin ustny	Naša trieda
Our chairs and desks	Lavice	A padjaink és székeink	Nasze krzesła i stoliki	Lavice
Our school	Naše škola	Az iskolánk	Nasza sala	Naša škola
Parent/Teacher meetings	Rodičovské schůzky	Szülői értekezlet	Nasza szkoła	Rodičovské schôdzky
Partner	Partner/ka	Társ	Wywiadówka	Partner/ka
Physical education	Tělocvik	Testnevelés	Partner	Telocvik
Praise	Pochvala	Dicséret	W-f	Pochwała
Principal's office	Ředitelna	Igazgatói iroda	Pochwała	Riaditeľňa
Property	Majetek	Tulajdon	Gabinet Dyrektora/ki	Majetok
Psychologist	Psycholog	Pszichológus	Własność	Psychológ
Repetition	Opakování	Ismétlés	Psycholog	Opakowanie
Revenge	Pomsta	Bosszú	Powtórka	Pomsta
Risk	Riziko	Kockázat	Zemsta	Riziko
Sex	Sex	A saját nemem	Ryzyko	Sex
School inspection	Inspekce	Tanfelügyelet	Wizytacja	Inšpekcia
School rules	Školní řád	Házirend	Regulamin szkoły	Školský poriadok
School timetable	Rozvrh hodin	Órarend	Plan lekcji	Rozvrh hodín
Slowness	Pomalost	Lassúság	Powolność	Pomalosť
Specialist classrooms	Odborné učebny	Szaktárgyi tanterem	Pracownie	Odborné učebne

Speed	Rychlost	Sebesség	Szybkość	Rýchlosť
Student council	Studentská rada	Diákönkor=mányzat	Samorząd uczniowski	Študentská rada
Teacher's explanation	Výklad učitele	A tanár magyarázata	Wykład nauczyciela	Výklad učiteľa
Teachers	Učitelé	Tanárok	Nauczyciele	Učítelia
Textbooks	Učebnice	Tankönyvek	Podręczniki	Učebnice
Time	Čas	Idő	Czas	Čas
To learn	Učit se	Tanítva lenni	Kształcić się w szkole	Učiť sa
To learn at school	Vzdělávat se	Tanulni	Uczyć się	Vzdelávať sa
Toilets	Záchody	Vécék	Toalety	Záchody
Universities	Univerzity	Egyetemek	Szkoły wyższe	Univerzity
Vice-principals	Zástupci	Igazgató=helyettesek	W-ce Dyrektor	Zástupcovia
Weather	Počasí	Időjárás	Pogoda	Počasie
Workbooks	Sešity	Munkafüzetek	Zeszyty ćwiczeń	Zošity

## Annex 2

### Maps of results

Sorted by Czech results:

<i>english</i>	<i>cz</i>	<i>sk</i>	<i>h</i>	<i>pl</i>
I can see	Vidím	Vidím	Látok	Widzę
I hear	Slyším	Počujem	Hallok	Słyszę
I feel	Cítím	Cítim	Érzek	Czuję
I can	Umím	Viem	Tudok	Mogę
I want	Chci	Chcem	Akarok	Chcę
I may	Smím	Môžem	Talán	Wolno mi
Myself	Já	Ja	Önmagam	Ja
My body	Moje tělo	Moje telo	A testem	Moje ciało
My inner self	Moje psychika	Moja psychika	A tudatom	Moja psychika
I care about myself	Hladím se	Hladím sa	Törődöm magammal	Troszczę się o siebie
I speak	Mluvím	Hovorím	Beszélek	Mówię
I think	Myslím	Myslím	Gondolok	Myszę
Sex	Sex	Sex	A saját nemem	Płeć
Weather	Počasí	Počasie	Időjárás	Pogoda
Partner	Partner/ka	Partner/ka	Társ	Partner
Time	Čas	Čas	Idő	Czas
Change	Změna	Zmena	Változás	Zmiana
I kiss	Líbám se	Bozkávam sa	Csókolk	Całuję
I drink alcohol	Piju alkohol	Pijem alkohol	Alkoholt iszom	Piję alkohol
I play sports	Sportuji	Športujem	Sportolok	Uprawiam sporty
My defense	Moje obrana	Moja obrana	Mentségem	Moja obrona
Money	Peníze	Peniaze	Pénz	Pieniądze
My family	Moje rodina	Moja rodina	A családom	Moja rodzina
Mum	Máma	Mama	Anya	Mama
Dad	Táta	Otec	Apa	Tata
Brothers / sisters	Sourozenci	Súrodenci	Testvérek	Rodzeństwo
Information	Informace	Informácie	Információ	Informacja
I am learning at school	Vzdělávám se	Vzdelávam sa	Az iskolában tanulok	Kształcę się w szkole

I am learning	Učím se	Učím sa	Tanulok	Uczę się
To learn at school	Vzdělávat se	Vzdelávať sa	Az iskolában tanulni	Kształcić się w szkole
Education	Vzdělání	Vzdelávanie	Oktatás	Kształcenie
Speed	Rychlost	Rýchlosť	Sebesség	Szybkość
Classes	Vyučování	Vyučovanie	Tanórak	Zajęcia
Praise	Pochvala	Pochwała	Dicséret	Pochwała
Property	Majetek	Majetok	Tulajdon	Własność
Boys	Kluci	Chłapci	Fiúk	Chłopcy
Girls	Holky	Dievčatá	Lányok	Dziewczynki
My close friends	Parta	Partia	Közeli barátaim	Kumple/Kumpelki
I create	Tvořím	Tvorím	Alkotok	Tworzę
Nature	Příroda	Príroda	Természet	Natura
Holiday	Prázdniny	Prázdniny	Szünidő	Święto
Own country	Česká republika	Slovensko	Magyarország	Polska
Gym	Tělocvična	Telocvična	Tornaterem	Sala gimnastyczna
Our classroom	Naše třída	Naša trieda	Az osztályteremünk	Nasza sala
Specialist classrooms	Odborné učebny	Odborné učebne	Szaktárgyi tanterem	Pracownie
Form teacher	Třídní učitel	Triedny učiteľ	Osztályfőnök	Wychowawca / Wychowawczyni
Classmates	Spolužáci	Spolužiaci	Osztálytársak	Koledzy / Koleżanki z klasy
Own language	Čeština	Slovenčina	Magyar	Polski
Mathematics	Matematika	Matematika	Matematika	Matematyka
Physical education	Tělocvik	Telocvik	Testnevelés	W-f
Computers	Počítače	Počítače	Számítógépek	Komputery
Internet	Internet	Internet	Internet	Internet
Workbooks	Sešity	Zošity	Munkafüzetek	Zeszyty ćwiczeń
Interactive whiteboard	Interaktivní tabule	Interaktívna tabuľa	Interaktív tábla	Tablica multimedialna
Certificate	Vysvědčení	Vysvedčenie	Bizonyítvány	Świadectwo
Marks	Známky	Známky	Jegyek	Oceny
Repetition	Opakování	Opakovanie	Ismétlés	Powtórka
Individual work	Samostatná práce	Samostatná práca	Egyéni munka	Praca indywidualna
Group work	Skupinové vyučování	Skupinové vyučovanie	Csoportmunka	Praca grupowa
Universities	Univerzity	Univerzity	Egyetemek	Szkoły wyższe
Commercial companies	Soukromý sektor	Súkromný sektor	Vállalatok	Przedsiębiorstwa

I work	Pracuji	Pracujem	Dolgozom	Pracuję
I am ashamed	Stydím se	Hanbím sa	Szégyellem magam	Wstydzę się
To learn	Učit se	Učiť sa	Tanulni	Uczyć się
Learning	Učení	Učenie	Tanulás	Nauka
Slowness	Pomalost	Pomalosť	Lassúság	Powolność
Psychologist	Psycholog	Psychológ	Pszichológus	Psycholog
Corridors	Chodby	Chodby	Folyosók	Korytarze
Our school	Naše škola	Naša škola	Az iskolánk	Nasza szkoła
Changing rooms	Šatny	Šatne	Öltöző	Szatnie
Our chairs and desks	Lavice	Lavice	A padjaink és székeink	Nasze krzesła i stoliki
Headmaster	Ředitel	Riaditeľ	Igazgató	Dyrektor
Vice-principals	Zástupci	Zástupcovia	Igazgatóhelyettesek	W-ce Dyrektor
Career advisor	Výchovný poradce	Výchovný poradca	Pályaválasztási tanácsadó	Doradca zawodowy/Doradczyni zawodowa
Teachers	Učitelé	Učitelia	Tanárok	Nauczyciele
School rules	Školní řád	Školský poriadok	Házirend	Regulamin szkoły
Parent/Teacher meetings	Rodičovské schůzky	Rodičovské schôdzky	Szülői értekezlet	Wywiadówka
School inspection	Inspekce	Inšpekcia	Tanfelügyelet	Wizytacja
School timetable	Rozvrh hodin	Rozvrh hodín	Órarend	Plan lekcji
Textbooks	Učebnice	Učebnice	Tankönyvek	Podręczniki
Board of governors	Školská rada	Školská rada	Igazgatóság	Rada Pedagogiczna
Oral exam	Ústní zkoušení	Ústne skúšanie	Felelet	Egzamin ustny
Lesson	Vyučovací hodina	Vyučovacia hodina	Lecke	Lekcja
Entrance exams	Přijímací zkoušky	Prijímacie skúšky	Felvételi vizsgák	Egzaminy wstępne
Jobcentre	Úřad práce	Úrad práce	Munkaközvetítő	Centrum karier/doradztwa zawodowego
Teacher's explanation	Výklad učitele	Výklad učiteľa	A tanár magyarázata	Wykład nauczyciela
Head of Year	Pedagogická rada	Pedagogická rada	Osztályozó értekezlet	Konferencja klasyfikacyjna
I can't	Neumím	Neviem	Nem tudok	Nie mogę
I don't want to	Nechci	Nechcem	Nem akarok	Nie chcę
I must not	Nesmím	Nemőžem	Tilos	Nie wolno mi
Risk	Riziko	Riziko	Kockázat	Ryzyko
I smoke cigarettes	Kouřím cigarety	Fajčím cigarety	Dohányzom	Palę papierosy
I take drugs	Beru drogy	Beriem drogy	Drogozom	Biorę narkotyki
I gamble	Hraju automaty	Hrám automaty	Szerencsejátékozom	Uprawiam hazard

I steal	Kradu	Kradnem	Lopak	Kradnę
I tell lies	Lžu	Klamem	Hazudok	Kłamię
I cheat	Podvádím	Podvádžam	Csalok	Oszukuję
My pain	Moje bolest	Moja bolešť	A fájdalom	Mój ból
My fear	Můj strach	Môj strach	A félelmem	Mój strach
Revenge	Pomsta	Pomsta	Bosszú	Zemsta
My fault	Moje vina	Moja vina	Az én hibám	Moja wina
I am punished	Jsem trestán/a	Som trestaný/á	Megbüntetnek	Jestem karany
I am aggressive	Jsem agresivní	Som agresívny	Agresszív vagyok	Jestem agresywny
Medicine	Léky	Lieky	Gyógyszer	Lekarstwo
Principal's office	Ředitelna	Riaditeľňa	Igazgatói iroda	Gabinet Dyrektora/ki
Toilets	Záchody	Záchody	Vécék	Toalety
Examination rules	Klasifikační řád	Klasifikačný poriadok	Vizsgaszabályzat	Szkolny system oceniania
Exams	Písemky	Písomky	Dolgozat	Egzaminy

Sorted by Slovak results

<i>english</i>	<i>cz</i>	<i>sk</i>	<i>h</i>	<i>pl</i>
I can see	Vidím	Vidím	Látok	Widzę
I hear	Slyším	Počujem	Hallok	Słyszę
I feel	Cítím	Cítím	Érzek	Czuję
I can	Umím	Viem	Tudok	Mogę
I want	Chci	Chcem	Akarok	Chcę
I may	Smím	Môžem	Talán	Wolno mi
Myself	Já	Ja	Önmagam	Ja
My body	Moje tělo	Moje telo	A testem	Moje ciało
My inner self	Moje psychika	Moja psychika	A tudatom	Moja psychika
I care about myself	Hladím se	Hladím sa	Törődöm magammal	Troszczę się o siebie
I speak	Mluvím	Hovorím	Beszélek	Mówię
I think	Myslím	Myslím	Gondolok	Myślę
Sex	Sex	Sex	A saját nemem	Płeć
Weather	Počasí	Počasie	Időjárás	Pogoda
Partner	Partner/ka	Partner/ka	Társ	Partner
Time	Čas	Čas	Idő	Czas
Change	Změna	Zmena	Változás	Zmiana
I kiss	Líbám se	Bozkávam sa	Csókolok	Całuję
I play sports	Sportuji	Športujem	Sportolok	Uprawiam sporty
My defense	Moje obrana	Moja obrana	Mentségem	Moja obrona
Money	Peníze	Peniaze	Pénz	Pieniądze
My family	Moje rodina	Moja rodzina	A családom	Moja rodzina
Mum	Máma	Mama	Anya	Mama
Dad	Táta	Otec	Apa	Tata
Brothers / sisters	Sourozenci	Súrodenci	Testvérek	Rodzeństwo
Information	Informace	Informácie	Információ	Informacja
I am learning at school	Vzdělávám se	Vzdelávam sa	Az iskolában tanulok	Kształcę się w szkole
To learn at school	Vzdělávat se	Vzdelávať sa	Az iskolában tanulni	Kształcić się w szkole
Education	Vzdělání	Vzdelávanie	Oktatás	Kształcenie
Speed	Rychlost	Rýchlosť	Sebesség	Szybkość
Praise	Pochvala	Pochvala	Dicséret	Pochwała

Property	Majetek	Majetok	Tulajdon	Własność
Boys	Kluci	Chlapci	Fiúk	Chłopcy
Girls	Holky	Dievčatá	Lányok	Dziewczynki
I create	Tvořím	Tvorím	Alkotok	Tworzę
Nature	Příroda	Príroda	Természet	Natura
Holiday	Prázdniny	Prázdniny	Szünidő	Święto
Own country	Česká republika	Slovensko	Magyarország	Polska
Gym	Tělocvična	Telocvična	Tornaterem	Sala gimnastyczna
Our classroom	Naše třída	Naša trieda	Az osztálytermünk	Nasza sala
Specialist classrooms	Odborné učebny	Odborné učebne	Szaktárgyi tanterem	Pracownie
Form teacher	Třídní učitel	Triedny učiteľ	Osztályfőnök	Wychowawca / Wychowawczyni
Classmates	Spolužáci	Spoluziaci	Osztálytársak	Koledzy / Koleżanki z klasy
Own language	Čeština	Slovenčina	Magyar	Polski
Physical education	Tělocvik	Telocvik	Testnevelés	W-f
Computers	Počítače	Počítače	Számítógépek	Komputery
Internet	Internet	Internet	Internet	Internet
Workbooks	Sešity	Zošity	Munkafüzetek	Zeszyty ćwiczeń
Interactive whiteboard	Interaktivní tabule	Interaktívna tabuľa	Interaktív tábla	Tablica multimedialna
Certificate	Vysvědčení	Vysvedčenie	Bizonyítvány	Świadectwo
Marks	Známky	Známky	Jegyek	Oceny
Individual work	Samostatná práce	Samostatná práca	Egyéni munka	Praca indywidualna
Group work	Skupinové vyučování	Skupinové vyučovanie	Csoportmunka	Praca grupowa
Universities	Univerzity	Univerzity	Egyetemek	Szkoły wyższe
Commercial companies	Soukromý sektor	Súkromný sektor	Vállalatok	Przedsiębiorstwa
I work	Pracuji	Pracujem	Dolgozom	Pracuję
Learning	Učení	Učenje	Tanulás	Nauka
Psychologist	Psycholog	Psychológ	Pszichológus	Psycholog
School timetable	Rozvrh hodin	Rozvrh hodín	Órarend	Plan lekcji
Entrance exams	Přijímací zkoušky	Prijímacie skúšky	Felvételi vizsgák	Egzaminy wstępne
I drink alcohol	Piju alkohol	Pijem alkohol	Alkoholt iszom	Piję alkohol
I am learning	Učím se	Učím sa	Tanulok	Uczę się
Classes	Vyučování	Vyučovanie	Tanórák	Zajęcia
Mathematics	Matematika	Matematika	Matematika	Matematyka

Repetition	Opakování	Opakovanie	Ismétlés	Powtórka
I am ashamed	Stydím se	Hanbím sa	Szégyellem magam	Wstydzę się
To learn	Učit se	Učiť sa	Tanulni	Uczyć się
Corridors	Chodby	Chodby	Folyosók	Korytarze
Our school	Naše škola	Naša škola	Az iskolánk	Nasza szkoła
Changing rooms	Šatny	Šatne	Öltöző	Szatnie
Our chairs and desks	Lavice	Lavice	A padjaink és székeink	Nasze krzesła i stoliki
Headmaster	Ředitel	Riaditeľ	Igazgató	Dyrektor
Vice-principals	Zástupci	Zástupcovia	Igazgatóhelyettesek	W-ce Dyrektor
Career advisor	Výchovný poradce	Výchovný poradca	Pályaválasztási tanácsadó	Doradca zawodowy/Doradczyni zawodowa
Teachers	Učitelé	Učitelia	Tanárok	Nauczyciele
School rules	Školní řád	Školský poriadok	Házirend	Regulamin szkoły
Parent/Teacher meetings	Rodičovské schůzky	Rodičovské schôdzky	Szülői értekezlet	Wywiadówka
Textbooks	Učebnice	Učebnice	Tankönyvek	Podręczniki
Board of governors	Školská rada	Školská rada	Igazgatóság	Rada Pedagogiczna
Oral exam	Ústní zkoušení	Ústne skúšanie	Felelet	Egzamin ustny
Lesson	Vyučovací hodina	Vyučovacia hodina	Lecke	Lekcja
Teacher's explanation	Výklad učitele	Výklad učiteľa	A tanár magyarázata	Wykład nauczyciela
I take drugs	Beru drogy	Beriem drogy	Drogozom	Biorę narkotyki
I gamble	Hraju automaty	Hrám automaty	Szerencsejátékozom	Uprawiam hazard
Medicine	Léky	Lieky	Gyógyszer	Lekarstwo
Principal's office	Ředitelna	Riaditeľňa	Igazgatói iroda	Gabinet Dyrektora/ki
Examination rules	Klasifikační řád	Klasifikačný poriadok	Vizsgaszabályzat	Szkolny system oceniania
Slowness	Pomalost	Pomalosť	Lassúság	Powolność
School inspection	Inspekce	Inšpekcia	Tanfelügyelet	Wizytacja
Jobcentre	Úřad práce	Úrad práce	Munkaközvetítő	Centrum karier/doradztwa zawodowego
Head of Year	Pedagogická rada	Pedagogická rada	Osztályozó értekezlet	Konferencja klasyfikacyjna
I can't	Neumím	Neviem	Nem tudok	Nie mogę
I don't want to	Nechci	Nechcem	Nem akarok	Nie chcę
I must not	Nesmím	Nemôžem	Tilos	Nie wolno mi
Risk	Riziko	Riziko	Kockázat	Ryzyko
I smoke cigarettes	Kouřím cigarety	Fajčím cigarety	Dohányzom	Palę papierosy

I steal	Kradu	Kradnem	Lopok	Kradnę
I tell lies	Lžu	Klamem	Hazudok	Kłamię
I cheat	Podvádím	Podvádžam	Csalok	Oszukuję
My pain	Moje bolest	Moja bolest	A fájdalom	Mój ból
My fear	Můj strach	Mój strach	A félelem	Mój strach
Revenge	Pomsta	Pomsta	Bosszú	Zemsta
My fault	Moje vina	Moja vina	Az én hibám	Moja wina
I am punished	Jsem trestán/a	Som trestaný/á	Megbüntetnek	Jestem karany
I am aggressive	Jsem agresivní	Som agresívny	Agresszív vagyok	Jestem agresywny
Toilets	Záchody	Záchody	Vécék	Toalety
Exams	Písemky	Písomky	Dolgozat	Egzaminy

Sorted by Hungarian results

<i>english</i>	<i>cz</i>	<i>sk</i>	<i>h</i>	<i>pl</i>
I can see	Vidím	Vidím	Látok	Widzę
I hear	Slyším	Počujem	Hallok	Słyszę
I feel	Cítím	Cítím	Érzek	Czuję
I can	Umím	Viem	Tudok	Mogę
I want	Chci	Chcem	Akarok	Chcę
Myself	Já	Ja	Önmagam	Ja
My body	Moje tělo	Moje telo	A testem	Moje ciało
My inner self	Moje psychika	Moja psychika	A tudatom	Moja psychika
I care about myself	Hladím se	Hladím sa	Törődöm magammal	Troszczę się o siebie
I speak	Mluvím	Hovorím	Beszélek	Mówię
I think	Myslím	Myslím	Gondolok	Myślę
Sex	Sex	Sex	A saját nemem	Płeć
Weather	Počasí	Počasie	Időjárás	Pogoda
Partner	Partner/ka	Partner/ka	Társ	Partner
Time	Čas	Čas	Idő	Czas
Change	Změna	Zmena	Változás	Zmiana
I kiss	Líbám se	Bozkávam sa	Csókolok	Całuję
I play sports	Sportuji	Športujem	Sportolok	Uprawiam sporty
My defense	Moje obrana	Moja obrana	Mentségem	Moja obrona
Money	Peníze	Peniaze	Pérez	Pieniądze
My family	Moje rodina	Moja rodina	A családom	Moja rodzina
Mum	Máma	Mama	Anya	Mama
Dad	Táta	Otec	Apa	Tata
Brothers / sisters	Sourozenci	Súrodenci	Testvérek	Rodzeństwo
Information	Informace	Informácie	Információ	Informacja
I am learning at school	Vzdělávám se	Vzdelávam sa	Az iskolában tanulok	Kształcę się w szkole
To learn at school	Vzdělávat se	Vzdelávať sa	Az iskolában tanulni	Kształcić się w szkole
Education	Vzdělání	Vzdelávanie	Oktatás	Kształcenie
Speed	Rychlost	Rýchlosť	Sebesség	Szybkość
Praise	Pochvala	Pochwała	Dicséret	Pochwała
Property	Majetek	Majetok	Tulajdon	Własność

Boys	Kluci	Chlapci	Fiúk	Chłopcy
Girls	Holky	Dievčatá	Lányok	Dziewczynki
I create	Tvořím	Tvorím	Alkotok	Tworzę
Nature	Příroda	Príroda	Természet	Natura
Holiday	Prázdniny	Prázdniny	Szünidő	Święto
Gym	Tělocvična	Telocvična	Tornaterem	Sala gimnastyczna
Our classroom	Naše třída	Naša trieda	Az osztálytermünk	Nasza sala
Specialist classrooms	Odborné učebny	Odborné učebne	Szaktárgyi tanterem	Pracownie
Form teacher	Třídní učitel	Triedny učiteľ	Osztályfőnök	Wychowawca / Wychowawczyni
Classmates	Spolužáci	Spoluziaci	Osztálytársak	Koledzy / Koleżanki z klasy
Own language	Čeština	Slovenčina	Magyar	Polski
Physical education	Tělocvik	Telocvik	Testnevelés	W-f
Computers	Počítače	Počítače	Számítógépek	Komputery
Internet	Internet	Internet	Internet	Internet
Workbooks	Sešity	Zošity	Munkafüzetek	Zeszyty ćwiczeń
Interactive whiteboard	Interaktivní tabule	Interaktívna tabuľa	Interaktív tábla	Tablica multimedialna
Certificate	Vysvědčení	Vysvedčenie	Bizonyítvány	Świadectwo
Marks	Známky	Známky	Jegyek	Oceny
Individual work	Samostatná práce	Samostatná práca	Egyéni munka	Praca indywidualna
Group work	Skupinové vyučování	Skupinové vyučovanie	Csoportmunka	Praca grupowa
Universities	Univerzity	Univerzity	Egyetemek	Szkoły wyższe
Commercial companies	Soukromý sektor	Súkromný sektor	Vállalatok	Przedsiębiorstwa
I work	Pracuji	Pracujem	Dolgozom	Pracuję
Learning	Učení	Učenje	Tanulás	Nauka
School timetable	Rozvrh hodin	Rozvrh hodín	Órarend	Plan lekcji
Entrance exams	Přijímací zkoušky	Prijímacie skúšky	Felvételi vizsgák	Egzaminy wstępne
I am learning	Učím se	Učím sa	Tanulok	Uczę się
Headmaster	Ředitel	Riaditeľ	Igazgató	Dyrektor
Career advisor	Výchovný poradce	Výchovný poradca	Pályaválasztási tanácsadó	Doradca zawodowy/Doradczyni zawodowa
Teachers	Učitelé	Učítelia	Tanárok	Nauczyciele
Parent/Teacher meetings	Rodičovské schůzky	Rodičovské schôdzky	Szülői értekezlet	Wywiadówka
Textbooks	Učebnice	Učebnice	Tankönyvek	Podręczniki

Teacher's explanation	Výklad učitele	Výklad učiteľa	A tanár magyarázata	Wykład nauczyciela
Jobcentre	Úřad práce	Úrad práce	Munkaközvetítő	Centrum karier/doradztwa zawodowego
I may	Smím	Môžem	Talán	Wolno mi
Own country	Česká republika	Slovensko	Magyarország	Polska
Psychologist	Psycholog	Psychológ	Pszichológus	Psycholog
Classes	Vyučování	Vyučovanie	Tanórak	Zajęcia
Mathematics	Matematika	Matematika	Matematika	Matematyka
Repetition	Opakování	Opakovanie	Isméltés	Powtórka
I am ashamed	Stydím se	Hanbím sa	Szégyellem magam	Wstydzę się
To learn	Učit se	Učiť sa	Tanulni	Uczyć się
Corridors	Chodby	Chodby	Folyosók	Korytarze
Our school	Naše škola	Naša škola	Az iskolánk	Nasza szkoła
Changing rooms	Šatny	Šatne	Öltöző	Szatnie
Our chairs and desks	Lavice	Lavice	A padjaink és székeink	Nasze krzesła i stoliki
Vice-principals	Zástupci	Zástupcovia	Igazgatóhelyettesek	W-ce Dyrektor
School rules	Školní řád	Školský poriadok	Házirend	Regulamin szkoły
Board of governors	Školská rada	Školská rada	Igazgatóság	Rada Pedagogiczna
Oral exam	Ústní zkoušení	Ústne skúšanie	Felelet	Egzamin ustny
Lesson	Vyučovací hodina	Vyučovacia hodina	Lecke	Lekcja
I take drugs	Beru drogy	Beriem drogy	Drogozom	Biorę narkotyki
I gamble	Hraju automaty	Hrám automaty	Szerencsejátékozom	Uprawiam hazard
Medicine	Léky	Lieky	Gyógyszer	Lekarstwo
Principal's office	Ředitelna	Riaditeľňa	Igazgatói iroda	Gabinet Dyrektora/ki
Examination rules	Klasifikační řád	Klasifikačný poriadok	Vizsgaszabályzat	Szkolny system oceniania
School inspection	Inspekce	Inšpekcia	Tanfelügyelet	Wizytacja
Head of Year	Pedagogická rada	Pedagogická rada	Osztályozó értekezlet	Konferencja klasyfikacyjna
I can't	Neumím	Neviem	Nem tudok	Nie mogę
Risk	Riziko	Riziko	Kockázat	Ryzyko
I smoke cigarettes	Kouřím cigarety	Fajčím cigarety	Dohányzom	Palę papierosy
I steal	Kradu	Kradnem	Lopok	Kradnę
I drink alcohol	Piju alkohol	Pijem alkohol	Alkoholt iszom	Piję alkohol
Slowness	Pomalost	Pomalosť	Lassúság	Powolność
I don't want to	Nechci	Nechcem	Nem akarok	Nie chcę

I must not	Nesmím	Nemôžem	Tilos	Nie wolno mi
I tell lies	Lžu	Klamem	Hazudok	Kłamie
I cheat	Podvádím	Podvádžam	Csalok	Oszukuje
My pain	Moje bolest	Moja boleść	A fájdalom	Mój ból
My fear	Můj strach	Mój strach	A félelem	Mój strach
Revenge	Pomsta	Pomsta	Bosszú	Zemsta
My fault	Moje vina	Moja vina	Az én hibám	Moja wina
I am punished	Jsem trestán/a	Som trestaný/á	Megbüntetnek	Jestem karany
I am aggressive	Jsem agresivní	Som agresívny	Agresszív vagyok	Jestem agresywny
Toilets	Záchody	Záchody	Vécék	Toalety
Exams	Písemky	Písomky	Dolgozat	Egzaminy

Sorted by the Polish results

<i>english</i>	<i>cz</i>	<i>sk</i>	<i>h</i>	<i>pl</i>
I can see	Vidím	Vidím	Látok	Widzę
I hear	Slyším	Počujem	Hallok	Słyszę
I feel	Cítím	Cítím	Érzek	Czuję
I can	Umím	Viem	Tudok	Mogę
I want	Chci	Chcem	Akarok	Chcę
I may	Smím	Môžem	Talán	Wolno mi
Myself	Já	Ja	Önmagam	Ja
My body	Moje tělo	Moje telo	A testem	Moje ciało
My inner self	Moje psychika	Moja psychika	A tudatom	Moja psychika
I care about myself	Hladím se	Hladím sa	Törődöm magammal	Troszczę się o siebie
I speak	Mluvím	Hovorím	Beszélek	Mówię
I think	Myslím	Myslím	Gondolok	Myślę
Sex	Sex	Sex	A saját nemem	Płeć
Weather	Počasí	Počasie	Időjárás	Pogoda
Partner	Partner/ka	Partner/ka	Társ	Partner
Time	Čas	Čas	Idő	Czas
Change	Změna	Zmena	Változás	Zmiana
Risk	Riziko	Riziko	Kockázat	Ryzyko
I kiss	Líbám se	Bozkávam sa	Csókolok	Całuję
I play sports	Sportuji	Športujem	Sportolok	Uprawiam sporty
My defense	Moje obrana	Moja obrana	Mentségem	Moja obrona
Money	Peníze	Peniaze	Pénz	Pieniądze
My family	Moje rodina	Moja rodina	A családom	Moja rodzina
Mum	Máma	Mama	Anya	Mama
Dad	Táta	Otec	Apa	Tata
Brothers / sisters	Sourozenci	Súrodenci	Testvérek	Rodzeństwo
Information	Informace	Informácie	Információ	Informacja
I am learning at school	Vzdělávám se	Vzdelávam sa	Az iskolában tanulok	Kształcę się w szkole
I am learning	Učím se	Učím sa	Tanulok	Uczę się
To learn at school	Vzdělávat se	Vzdelávať sa	Az iskolában tanulni	Kształcić się w szkole
Learning	Učení	Uczenie	Tanulás	Nauka

Education	Vzdělání	Vzdelávanie	Oktatás	Kształcenie
Speed	Rychlost	Rýchlosť	Sebesség	Szybkość
Classes	Vyučování	Vyučovanie	Tanórak	Zajęcia
Praise	Pochvala	Pochvala	Dicséret	Pochwała
Property	Majetek	Majetok	Tulajdon	Własność
Boys	Kluci	Chlapci	Fiúk	Chłopcy
Girls	Holky	Dievčatá	Lányok	Dziewczynki
I create	Tvořím	Tvorím	Alkotok	Tworzę
Nature	Příroda	Príroda	Természet	Natura
Holiday	Prázdniny	Prázdniny	Szünidő	Święto
Medicine	Léky	Lieky	Gyógyszer	Lekarstwo
Own country	Česká republika	Slovensko	Magyarország	Polska
Gym	Tělocvična	Telocvična	Tornaterem	Sala gimnastyczna
Our classroom	Naše třída	Naša trieda	Az osztálytermünk	Nasza sala
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Our school	Naše škola	Naša škola	Az iskolánk	Nasza szkoła
Specialist classrooms	Odborné učebny	Odborné učebne	Szaktárgyi tanterem	Pracownie
Headmaster	Ředitel	Riaditeľ	Igazgató	Dyrektor
Vice-principals	Zástupci	Zástupcovia	Igazgatóhelyettesek	W-ce Dyrektor
Form teacher	Třídní učitel	Triedny učiteľ	Osztályfőnök	Wychowawca / Wychowawczyni
Classmates	Spolužáci	Spolužiaci	Osztálytársak	Koledzy / Koleżanki z klasy
Teachers	Učitelé	Učítelia	Tanárok	Nauczyciele
Own language	Čeština	Slovenčina	Magyar	Polski
Mathematics	Matematika	Matematika	Matematika	Matematyka
Physical education	Tělocvik	Telocvik	Testnevelés	W-f
Computers	Počítače	Počítače	Számítógépek	Komputery
Internet	Internet	Internet	Internet	Internet
Workbooks	Sešity	Zošity	Munkafüzetek	Zeszyty ćwiczeń
Interactive whiteboard	Interaktivní tabule	Interaktívna tabuľa	Interaktív tábla	Tablica multimedialna
Board of governors	Školská rada	Školská rada	Igazgatóóság	Rada Pedagogiczna
Certificate	Vysvědčení	Vysvedčenie	Bizonyítvány	Świadectwo
Marks	Známky	Známky	Jegyek	Oceny
Repetition	Opakování	Opakovanie	Ismétlés	Powtórka

Individual work	Samostatná práce	Samostatná práca	Egyéni munka	Praca indywidualna
Group work	Skupinové vyučování	Skupinové vyučovanie	Csoportmunka	Praca grupowa
Universities	Univerzity	Univerzity	Egyetemek	Szkoły wyższe
Jobcentre	Úřad práce	Úrad práce	Munkaközvetítő	Centrum karier/doradztwa zawodowego
I work	Pracuji	Pracujem	Dolgozom	Pracuję
I can't	Neumím	Neviem	Nem tudok	Nie mogę
I don't want to	Nechci	Nechcem	Nem akarok	Nie chcę
I drink alcohol	Piju alkohol	Pijem alkohol	Alkoholt iszom	Piję alkohol
I take drugs	Beru drogy	Beriem drogy	Drogozom	Biorę narkotyki
I gamble	Hraju automaty	Hrám automaty	Szerencsejátékozom	Uprawiam hazard
I am ashamed	Stydím se	Hanbím sa	Szégyellem magam	Wstydzę się
To learn	Učit se	Učiť sa	Tanulni	Uczyć się
Psychologist	Psycholog	Psychológ	Pszichológus	Psycholog
Changing rooms	Šatny	Šatne	Öltöző	Szatnie
Our chairs and desks	Lavice	Lavice	A padjaink és székeink	Nasze krzesła i stoliki
Career advisor	Výchovný poradce	Výchovný poradca	Pályaválasztási tanácsadó	Doradca zawodowy/Doradczyni zawodowa
School rules	Školní řád	Školský poriadok	Házirend	Regulamin szkoły
School timetable	Rozvrh hodin	Rozvrh hodín	Órarend	Plan lekcji
Examination rules	Klasifikační řád	Klasifikačný poriadok	Vizsgaszabályzat	Szkolny system oceniania
Textbooks	Učebnice	Učebnice	Tankönyvek	Podręczniki
Oral exam	Ústní zkoušení	Ústne skúšanie	Felelet	Egzamin ustny
Exams	Písemky	Písmočky	Dolgozat	Egzaminy
Lesson	Vyučovací hodina	Vyučovacia hodina	Lecke	Lekcja
Teacher's explanation	Výklad učitele	Výklad učiteľa	A tanár magyarázata	Wykład nauczyciela
I must not	Nesmím	Nemőzöm	Tilos	Nie wolno mi
I smoke cigarettes	Kouřím cigarety	Fajčím cigarety	Dohányzom	Palę papierosy
I steal	Kradu	Kradnem	Lopok	Kradnę
I tell lies	Lžu	Klamem	Hazudok	Kłamię
I cheat	Podvádím	Podwádzam	Csalok	Oszukuję
My pain	Moje bolest	Moja bolesť	A fájdalمام	Mój ból
My fear	Můj strach	Mój strach	A félelmem	Mój strach
Revenge	Pomsta	Pomsta	Bosszú	Zemsta

My fault	Moje vina	Moja vina	Az én hibám	Moja wina
I am punished	Jsem trestán/a	Som trestaný/á	Megbüntetnek	Jestem karany
I am aggressive	Jsem agresivní	Som agresívny	Agresszív vagyok	Jestem agresywny
Slowness	Pomalost	Pomalosť	Lassúság	Powolność
Toilets	Záchody	Záchody	Vécék	Toalety
Parent/Teacher meetings	Rodičovské schůzky	Rodičovské schôdzky	Szülői értekezlet	Wywiadówka
School inspection	Inspekce	Inšpekcia	Tanfelügyelet	Wizytacja
Commercial companies	Soukromý sektor	Súkromný sektor	Vállalatok	Przedsiębiorstwa
Entrance exams	Přijímací zkoušky	Prijímacie skúšky	Felvételi vizsgák	Egzaminy wstępne
Head of Year	Pedagogická rada	Pedagogická rada	Osztályozó értekezlet	Konferencja klasyfikacyjna

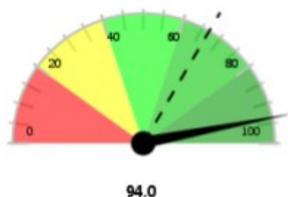
## ***Annex 3***

Examples of results as shown to the schools

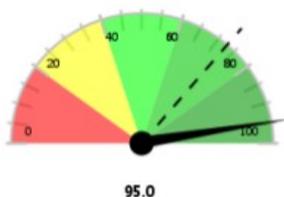
## W Twojej szkole zmierzaliśmy następujące wielkości:

### Czynniki szkolne i ich wpływ na skuteczność nauczania i uczenia się

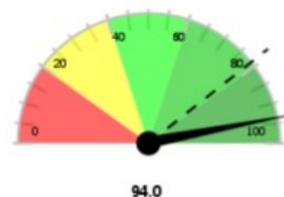
Środowisko szkoły



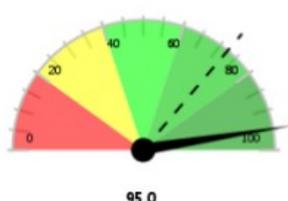
Nauczyciele



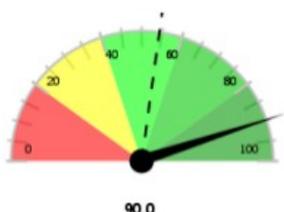
Przedmioty



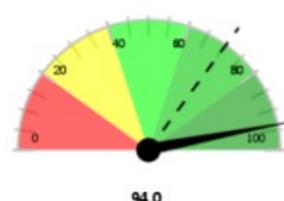
Zarządzanie i ewaluacja procesu nauczania



Narzędzia zarządzania szkołą

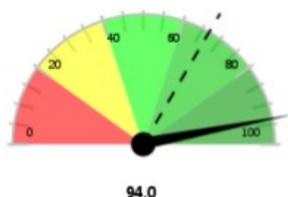


Szanse na karierę

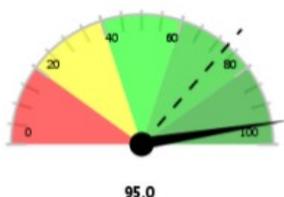


### Czynniki szkolne i ich wpływ na skuteczność nauczania i uczenia się

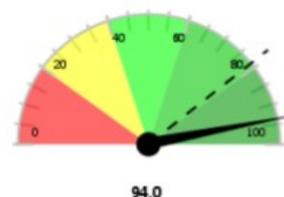
Środowisko szkoły



Nauczyciele



Przedmioty



## Wyniki dynamiki relacji pojęć w ramach czynników szkolnych

### Środowisko szkoły

Biorące udział w kształtowaniu się umiejętności	Szatnie, Pracownie, Nasza szkoła, Nasza sala, Korytarze, Jadalnia, Sala gimnastyczna
Ograniczające kształtowanie się umiejętności	Gabinet Dyrektora/ki, Nasze krzesła i stoliki
Kontrproduktywne dla kształtowania się umiejętności	Toalety

### Personel szkoły

Biorące udział w kształtowaniu się umiejętności	Nauczyciel wspomagający, Wychowawca / Wychowawczynie, Doradca zawodowy/Doradczynie zawodowa, W-ce Dyrektor, Nauczyciele, Koledzy / Koleżanki z klasy
Ograniczające kształtowanie się umiejętności	Dyrektor
Kontrproduktywne dla kształtowania się umiejętności	

## Przedmioty

Biorące udział w kształtowaniu się umiejętności	W-f, Język obcy, Geografia, Polski, Historia
Ograniczające kształtowanie się umiejętności	Matematyka
Kontrproduktywne dla kształtowania się umiejętności	

## Zarządzanie i ocena procesu nauczania

Biorące udział w kształtowaniu się umiejętności	Praca grupowa, Powtórka, Świadectwo, Oceny, Praca indywidualna
Ograniczające kształtowanie się umiejętności	Lekcja, Wykład nauczyciela, Egzamin ustny, Egzamin
Kontrproduktywne dla kształtowania się umiejętności	Zadanie domowe

## Narzędzia zarządzania szkołą

Biorące udział w kształtowaniu się umiejętności	Plan lekcji, Szkolny system oceniania
Ograniczające kształtowanie się umiejętności	Konferencja klasyfikacyjna, Samorząd uczniowski, Rada Pedagogiczna, Regulamin szkoły
Kontrproduktywne dla kształtowania się umiejętności	Wywiadówka, Wizytacja

## Szanse na karierę

Biorące udział w kształtowaniu się umiejętności	Centrum karier/doradztwa zawodowego, Szkoły wyższe, Przedsiębiorstwa
Ograniczające kształtowanie się umiejętności	
Kontrproduktywne dla kształtowania się umiejętności	Egzaminy wstępne

## 2.1.2 Efektivita učení v předmětech

	1E	1M	2E	3E	Celkem
Automobily	●	●	●	●	●
Čeština	●	●	●	●	●
Tělocvik	●	●	●	●	●
Práce s počítačem	●	●	●	●	●
Elektrotechnika	●	●	●	●	●
Cizí jazyk	●	●	●	●	●
Oprávenství a diagnostika	●	●	●	●	●
Odborný výcvik	●	●	●	●	●
Strojírenská technologie	●	●	●	●	●
Řízení motorových vozidel	●	●	●	●	●
Fyzika	●	●	●	●	●
Matematika	●	●	●	●	●
Občanka	●	●	●	●	●



### Atmosféra vztahů mezi skupinou žáků a klíčovými osobami školy

	1E	1M	2E	3E	Celkem
Správce sítě	●	●	●	●	●
Zástupci	●	●	●	●	●
Spolužáci	●	●	●	●	●
Výchovný poradce	●	●	●	●	●
Ředitel	●	●	●	●	●
Třídní učitel	●	●	●	●	●
Preventista	●	●	●	●	●
Učitelé	●	●	●	●	●

### 2.3 Ohrožení rizikovými jevy

	1E	1M	2E	3E	Celkem
Prudká akce	●	●	●	●	●
Regulace slasti	●	●	●	●	●
Hazard	●	●	●	●	●
Vášen	●	●	●	●	●
Nepřijetí skupinou	●	●	●	●	●
Přivlastňování	●	●	●	●	●
Celkové ohrožení	●	●	●	●	●